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Provided are a sequence of 18 resource units for health and safety education covering grades 7-12. Provided for each unit are (1) educational objectives, (2) suggested time allotment, (3) a content outline, (4) suggested student activities, and (5) teaching aids. Also provided are general references for teachers, general references for pupils, and a directory of publishers. (DS)

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A GUIDE FOR INSTRUCTION IN HEALTH AND SAFETY

Grades 7 - 12

State of Minnesota

DEPARTMENT OF EDUCATION

St. Paul

1965

Curriculum Bulletin No. 24
Supplement

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A GUIDE FOR INSTRUCTION

IN

HEALTH AND SAFETY

Grades 7-12

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Supplement

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1965

FOREWORD

The increasing recognition of the importance of good health creates a growing demand for the understanding of health knowledge and practices. The constant changes and development of skills and understanding resulting from research and study are making available knowledge requiring inclusion into our present health instruction programs. We trust that this supplement to Curriculum Bulletin No. 24 will serve to extend health knowledge and practices.

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CARING FOR ONE'S PERSONAL HEALTH AND APPEARANCE

FOOD AND NUTRITION

PHYSICAL GROWTH AND DEVELOPMENT

MENTAL HEALTH

ACCIDENT PREVENTION AND FIRST AID

PREVENTION AND CONTROL OF COMMUNICABLE AND CHRONIC DISEASES

CONSUMER HEALTH

ALCOHOL AND TOBACCO

NARCOTICS AND OTHER DANGEROUS DRUGS

PERSONAL HEALTH AND APPEARANCE

FOOD AND NUTRITION

FAMILY LIFE

MENTAL HEALTH

PREVENTION AND CONTROL OF COMMUNICABLE AND CHRONIC DISEASES

CONSUMER HEALTH

COMMUNITY HEALTH

ALCOHOL AND TOBACCO

NARCOTICS AND OTHER DANGEROUS DRUGS

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JUNIOR HIGH SCHOOL

UNIT 1

CARING FOR ONE'S PERSONAL HEALTH AND APPEARANCE

Suggested Time Allotment
10-12 Periods

Introduction

Teen-agers need to be exposed to ideas for maintaining and improving their personal health. Their interest during these early teens seems to be in how they can best adjust to their environment. Personal health and appearance play a very important role in acceptance by the group. Every effort should be made to encourage good health now in order to insure good health for years to come. Good health is a great boone to a long and enjoyable life.

Objectives

1. To recognize health assets and liabilities
2. To improve health by making the necessary changes in living habits
3. To encourage personal responsibility for health status
4. To recognize the value of periodical medical examinations
5. To develop a wholesome attitude toward building and maintaining good health
6. To develop correct habits of personal hygiene and health

Content Outline	Suggested Activities	Teaching Aids
I. Grooming A. Skin 1. Review Structure a. Epidermis b. Dermis c. Sweat glands	To stimulate interest, have students complete a self-evaluation and attitude sheet about health habits relative to this unit	Textbook: Refer to the attached textbook list for additional information and Curriculum Bulletin No. 24, A GUIDE FOR INSTRUCTION IN HEALTH AND SAFETY, State Dept. of Education

Content Outline	Suggested Activities	Teaching Aids
d. Oil glands - sebaceous glands	Use a pre-test to determine student knowledge and attitudes concerning personal health and grooming	
2. Function of Skin a. Prevents dehydration and loss of liquids b. Defense against germs c. Contains nerve endings which register pressure, heat, cold, pain d. Helps to control body temperature e. Protects body by use of special structures such as nails and hair f. Contributes to general appearance	Discuss with the group the definition of grooming and areas concerned with grooming Have a panel disaussion concerning grooming, stressing its importance to teen-age youngsters and how good or poor grooming may affect them Have students complete a self-evaluation sheet concerning their personal health habits in relation to grooming, posture, exercise, rest, for example Discuss advertisings for skin creams and other cosmetic items	
3. General Care of Skin a. Bathing and washing frequency, methods, materials b. Effect of proper diet c. Protection from weather sunburn, chapping d. Use of deodorants, lotions, makeup e. Nail care - manicuring, hangnails, nail biting, proper diet	What makes a good deodorant? Discuss fads in skin care Have students write out questions concerning advertising and commercial "beauty products"	<u>Pamphlets</u> Cosmetic Facts and Fancies. AMA Food and Care for Dental Health. National Dairy Council. Free The Wonderful Human Machine. AMA. $1.00 Fluoridation Facts. Am. Dental Ass'n. $1.00
4. Skin Problems a. Acne b. Boils c. Pimples and blackheads		

Content Outline	Suggested Activities	Teaching Aids
d. Fever blisters - cold sore or herpes e. Ringworm f. Impetigo g. Fungus infection of feet h. Warts and moles i. Eczema j. Animal parasite - scabies, lice, for example k. Skin allergies l. Irritations - for example, corns, calluses		Guide to Good Grooming. Science Research Associates, Inc. 25¢ Home Care of the Mouth. AMA The Teens and the Teeth, Nat'l Dairy Council. Free Your Posture is Showing. AMA Your Family Health Record. AMA 15¢ You Can Prevent Tooth Decay. Am. Dental Assn. Free
B. Hair 1. Care of Hair a. Washing - methods b. Brushing - methods and results c. Use of hair oils d. Use of hair dyes and tints e. Hair styling and permanent waves	Discuss the importance of proper hair care and problems caused by lack of it Have some students make their own shampoo. A chemistry teacher may have recipes and directions. One reference might be "New Practical Formulary" by M. Freeman, Chemical Publishing Co., New York, 1955. o.p.	Keeping Your Teeth Healthy. Public Affairs Pamp. No. 363. 25¢ Your Guide to Dental Health. Am. Dental Assn. Free Dental Health Instruction Kit. Proctor and Gamble Co. Free
2. Hair Problems a. Dandruff b. Baldness c. Shaving - removal of superfluous hair d. Use of depilatories		Seven Paths to Fitness. AMA Your Child's Health and Fitness. A Review for Parents and Teachers. AAHPER, NEA., Washington, D. C. Vim and Vigor. President's Physical Fitness Council. Washington 25, D. C. 25¢
C. Teeth 1. Care of the Teeth a. Proper brushing b. Dental checkups c. Repairative dentistry	Have several students make large drawings of the teeth and label the parts for class review	Exercise Fitness. AMA. 10¢

Content Outline	Suggested Activities	Teaching Aids
d. Importance of proper diet e. Use of fluoride	Have students bring in tooth paste advertising and discuss the effectiveness of the products. Are they able to do what the ads say?	How You Grow. Science Research Associates Who--Me. Nat'l. Dairy Council. Free The ABC's of Perfect Posture. AMA. Free
2. Tooth problems - cause, prevention, treatment		
3. Periodontal diseases		
D. Menstrual Hygiene - may be included in unit on sex education - see unit on physical growth and development		<u>Films</u> Teeth, Their Structure and Care. American Dental Association. Coronet, 1956. U of Minn. sd. b & w. 11 min
E. Clothing 1. Purposes a. Protection b. Comfort c. Decoration	Have groups or individuals plan an acceptable and reasonable school wardrobe by using a bulletin board display. Have a contest among groups and have class vote on it	The Owl and Fred Jones. (Habit Formation) Equitable Life Ins. Co. and Minnesota Dept. of Health The Time of Our Lives. Elliot Film Co.
2. Care - methods and frequency a. Washing b. Cleaning and pressing c. Repairing and replacing		The Color of Health. Minnesota State Dept. of Education Beauty Habits. (Girls) Minnesota State Dept. of Education
3. Selection of Clothing a. Factors to consider - finances, purpose, body build, rate of growth, climate b. Avoidance of costly, short lived fads		Good Looks. Modern Talking Picture Service Good Posture. Minnesota TB and Health Society Posture and Personality. Social Science Films

Content Outline	Suggested Activities	Teaching Aids
c. Appropriateness for occasion d. Taste - color, simplicity, accessories, individuality		Improving Your Posture. Modern Talking Picture Service A More Attractive You. Modern Talking Picture Service
F. Posture 1. Review skeletal system a. Functions b. Names and locations of bones c. Structure of a bone d. Types and locations of joints	Examine posture habits of fellow students and rate them on posture. Use secret buddy system Use recommended exercises for various body parts to maintain and improve posture	<u>Filmstrips</u> <u>Your Skin and Its Care.</u> <u>Bones and Muscles.</u> EBF Audio Visual Associates, 2161 Milburn Ave., Baldwin, N. Y. <u>Look At Your Future.</u> Free Stresses personal grooming. Minnesota TB and Health Ass'n. <u>Notions About Motion.</u> (Posture) <u>Tapes</u>
2. Review muscular system a. Functions b. Types of muscles c. Muscle contraction, tone injuries	Discuss the merits of practicing good posture and problems of having poor posture	
3. Benefits of good posture a. Readiness to move easily and quickly b. Reduction of fatigue c. More efficient function of vital organs d. Easy leverage e. Appearance f. Psychological effects	Find exercises recommended in magazines. Evaluate them to determine if they are of value	Am I overweight or Underweight. Understanding Acne. 15 min Everyday Health Hints. Physical Fitness. Physical Limitation Need Not Be Handicap. Protecting Myself By Vaccinations. Teaching Aids Medically Authenticated by Dr. J. R. Fox, Suite 795, 608 2nd Ave. South, Mpls. 55402
4. Causes of poor posture a. Change in physical development b. Fatigue c. Mental attitude - boredom, carelessness d. Poor muscle tone		

Content Outline	Suggested Activities	Teaching Aids
e. Incorrect habits of movement f. Defective eyesight or hearing g. Ill-fitting clothes and shoes h. Factors in physical environment		Models For models of body organs, contact Teaching Aids Medically Authenticated
5. Elements of good posture a. Standing b. Sitting c. Walking d. Squatting and lifting		
6. Importance of feet in posture a. Review structure of foot b. Causes of foot ailments - incorrect habits of movement, overweight c. Foot exercises		
7. Methods to maintain and/or improve posture a. Exercises b. Identify and correct causes of poor posture c. Concentration, conscious effort d. Well-balanced diet, plenty of sleep		
II. Daily Schedule A. Exercise 1. Influence of exercise upon body processes a. Circulation b. Respiration c. Digestion	Analyze the school physical education program to determine the emphasis given to physical fitness, and the number of pupils participating in it	

Content Outline	Suggested Activities	Teaching Aids
	Have each pupil determine the amount of vigorous activity he engages in daily and compare with recommended standards	
2. Results of proper conditioning a. Increases coordination b. Develop stronger muscles - heart and others c. Develops more controlled changes in blood pressure	Compare recovery rate of person conditioned by activity, possibly an athlete, and one who is not particularly active. Take pulse rate for 30 seconds before exercising and double it for one minute's heart rate. Have each exercise for one minute, running in place or stepping up and down on a box. Take the pulse immediately after exercising for 30 seconds. Then again one minute after the first count. Compare the differences in heart rate and recovery rate	
3. Other benefits of exercise a. Releases emotional tension b. Social aspects	Encourage students to participate in an activity or game of some type. Then ask them what they thought about during the activity - the test coming up next hour or any other problems he may have, or was there complete concentration on the activity	
4. Physical Fitness a. Definition b. Needs for fitness c. Constituent parts of fitness d. Relationship to total fitness	Note improvement in standards of physical fitness by accepting and practicing sound health habits and eliminating those that do not contribute to health	

Content Outline	Suggested Activities	Teaching Aids
B. Fatigue 1. Definition a. Physical fatigue b. Mental fatigue c. Oxygen debt	Discuss the problems of under and over exercising	
2. Causes of fatigue a. Physical b. Mental		
3. Prevention of fatigue a. Avoid unnecessary tension b. Variety of activities c. Proper mental attitude		
4. Recovery from fatigue a. Sleep b. Short rest periods c. Change of activity		
C. Rest and Sleep 1. Importance of sleep a. Effects of loss of sleep b. Physical restoration c. Mental and psychological recovery d. Proper amount of sleep	Compare pulse rate of person standing with that of a person resting or lying down	
2. Insomnia a. Causes b. Prevention - good conditions for sleep		

Content Outline	Suggested Activities	Teaching Aids
3. Drugs which induce sleep a. Anesthetics - general, local and spinal b. Barbiturates		
D. Leisure Time 1. Types of activities to be included 2. Balance in activities	Have students draw up a list of activities which could be classified as leisure-time activities	
3. Satisfaction of personal needs a. Physical b. Mental	Ask for a report contrasting a normal day's activity today with one of 25-50-100 years ago	
4. Activities to be avoided		
5. Suggested activities and hobbies for teen-agers		
III. Periodic Health Examination A. Measurements and what they show 1. Height, weight, and physical development	Have each pupil prepare a health history for himself. Immunization record cards can be obtained from Minnesota TB & Health Ass'n.	
2. Heart and lungs	Discuss the aspects of a good health examination. Have an examination by the family physician	
3. Eye, ear, nose, and throat	Invite a physician to talk to the class about health examinations and their importance	
4. Posture		
5. Blood sample	Check height and weight of students in the class	

Content Outline	Suggested Activities	Teaching Aids
6. Blood pressure	Discuss the different tests taken during a physical exam and the reasons for them	
7. Urine sample		
8. Immunizations		
B. Frequency of examination		
C. Comparison of good and poor examinations		

TEACHING AIDS

PAMPHLETS AND ARTICLES

COSMETIC FACTS AND FANCIES. AMA

FOOD AND CARE FOR DENTAL HEALTH. Nat'l Dairy Council. Free

THE WONDERFUL HUMAN MACHINE. AMA. $1.00

FLUORIDATION FACTS. American Dental Ass'n. Free

GUIDE TO GOOD GROOMING. Science Research Associates, Inc. 25¢

HOME CARE OF THE MOUTH. AMA

THE TEENS AND THE TEETH. Nat'l Dairy Council. Free

YOUR POSTURE IS SHOWING. AMA

YOUR FAMILY HEALTH RECORD. AMA. 15¢

YOU CAN PREVENT TOOTH DECAY. American Dental Ass'n. Free

KEEPING YOUR TEETH HEALTHY. Public Affairs Pamphlet No. 363. 25¢

YOUR GUIDE TO DENTAL HEALTH. American Dental Ass'n. Free

DENTAL HEALTH INSTRUCTION KIT. Procter and Gamble Co. Free

SEVEN PATHS TO FITNESS. AMA

YOUR CHILD'S HEALTH AND FITNESS: A Review for Parents and Teachers. AAHPER, NEA, Washington D. C.

VIM AND VIGOR. President's Physical Fitness Council. Washington 25, D. C. 25¢

EXERCISE FITNESS. AMA. 10¢

HOW YOU GROW. Science Research Associates

WHO -- ME. National Dairy Council. Free

THE ABC'S OF PERFECT POSTURE. AMA. Free

FILMS

TEETH, THEIR STRUCTURE AND CARE. Coronet, 1956 U of M sd b&w

THE OWL AND FRED JONES. (habit formation) Equitable Life Insurance Co., and Minnesota Department of Health

THE TIME OF OUR LIVES. Elliot Film Co.

THE COLOR OF HEALTH. Minnesota State Department of Education. 10 min sd color

BEAUTY HABITS. Minnesota State Department of Education

GOOD LOOKS. Modern Talking Picture Service

GOOD POSTURE. Minnesota TB and Health Society

POSTURE AND PERSONALITY. Social Science Films

IMPROVING YOUR POSTURE. Modern Talking Picture Service and U of M

A MORE ATTRACTIVE YOU. Modern Talking Picture Service

FILMSTRIPS

YOUR SKIN AND ITS CARE. EBF

BONES AND MUSCLES. EBF

LOOK AT YOUR FUTURE. (stresses personal grooming) Minnesota TB and Health Ass'n. Free

NOTIONS ABOUT MOTION. (posture)

TAPES

AM I OVERWEIGHT OR UNDERWEIGHT

UNDERSTANDING ACNE. 15 min

EVERYDAY HEALTH HINTS.

PHYSICAL FITNESS.

PHYSICAL LIMITATION NEED NOT BE A HANDICAP.

PROTECTING MYSELF BY VACCINATIONS.

ALL TEACHING AIDS MEDICALLY AUTHENTICATED BY Dr. J. R. Fox

MODELS

For models of body organs, contact Teaching Aids Medically Authenticated.

UNIT 2

FOOD AND NUTRITION

Suggested Time Allotment
10-12 Periods

Introduction

Nutrition is a science that changes and expands constantly with research findings. A primary aim is to help students attain a degree of independence in applying their learnings in nutrition and a functional knowledge based on experience. The individual must be convinced that his diet is a matter of personal responsibility and that it also has social impact. Eating habits must be learned and practiced. Food and nutrition is one area of health education needing continued emphasis. Proper diet and nutrition is essential if a pupil expects to attain his maximum potential in physical and mental achievements.

Objectives

1. To recognize that adequate nutrition is essential to good health and normal growth and that nutritional needs change throughout life
2. To learn what constitutes an adequate diet, the characteristics, the functions, and sources of known nutrients
3. To learn the patterns of food selection, based on scientific nutrition guides, which will provide the essential nutrients
4. To develop good eating habits required for adequate nutrition and weight control and to help solve individual problems of faulty eating habits
5. To identify the valid sources of nutrition information
6. To know the foods and nutrients that are approved for enrichment, restoration, and fortification
7. To become aware of food fads and the approaches employed by food faddists
8. To understand the major nutrition problems confronting the world and the attempts being made to solve them

Content Outline	Suggested Activities	Teaching Aids
Four Basic Food Groups 1. Nutrients supplied by each group 2. Relationship of calorie intake to growth, weight, age, and maturity	Use a pretest to determine the nutrition content known Discuss and plan a day's menu using the four basic food groups and calorie charts	Note: Refer to the attached textbook list and Curriculum Bulletin No. 24 - A GUIDE FOR INSTRUCTION IN HEALTH AND SAFETY, for additional information
Use of Nutrients by the Body 1. Energy - carbohydrates, fats, and proteins 2. Grow and repair body tissues - proteins and minerals 3. Regulate body processes, proteins, minerals, and vitamins	Have students make a list of foods they feel they should learn to eat. Report progress at a later date. Discuss the necessity of developing good food habits Discuss why scurvy, beriberi, pellegra, and rickets are not a problem in this country as they used to be Make a chart or poster listing necessary nutrients Discuss the three uses of food in the body Using chickens, put one on an adequate diet and another on an inadequate diet. Observe results over a period of time	
Energy is measured in calories. When more calories are consumed than needed by the body, the individual gains weight	Have students keep a record of their physical activity for a day. How many calories were used?	

Content Outline	Suggested Activities	Teaching Aids
	List physical activities and the number of calories used in the activity	
Relationship between food, growth, appearance, and general well-being 1. Body weight and food 2. Causes of abnormal weight 3. The effect of weight upon your health and self-confidence 4. Food and tooth decay	Keep a record of beverages and food consumed for one day and evaluate by comparing with the four basic food groups Have a nutritionist, doctor, or nurse talk about diets in relation to growth and weight control Have students weigh themselves daily for 30 days and plot weight on chart or graph	
The basic four foods are a source of food nutrients and a daily balanced diet includes adequate amounts of food from each of the food groups. An adequate breakfast contains approximately 1/4 to 1/3 of the daily nutritive requirements, depending on your physical activity	Discuss possible effects of an inadequate breakfast; may mean mid-morning lag	
Many superstitions and fallacies associated with food are not based on scientific research but a balanced diet is	Have a group of pupils role play misleading TV commercials, and newspaper and magazine advertising concerning food fads, beverages, and digestion Discuss superstitions about food and food combinations	

Content Outline	Suggested Activities	Teaching Aids
Between-Meal Snacks 1. Should be counted in daily food intake 2. Snacks that contribute to a nutritious diet	Have each pupil list his favorite snack foods. Evaluate the selections. Does it contribute to the nutritional needs of the body?	
Good Eating Habits Are Learned		
While the economic status of a family may affect its diet, there are several low cost nutritious foods available, such as dried milk, cereal, cheaper vegetables and fruits	Conduct group discussions on the following subjects: Necessity of developing a liking for a variety of foods; importance of developing good food habits; superstitions about food and food combinations; nationality; regional and world food patterns; energy used in physical activity	

TEACHING AIDS

BOOKS

FOOD BECOMES YOU. Ruth M. Leverton, Dolphin Books, Doubleday. 95¢

NUTRITION IN ACTION. Ethel A. Martin, Holt, 1963. NUTRITION EDUCATION IN ACTION. (a guide for teachers)

ROBERT'S NUTRITION WORK WITH CHILDREN. Ethel A. Martin. Rev. U. of Chicago Press, 1954

TEACHING NUTRITION. Ercel Eppright and others, 2nd ed. Iowa State U. Press, 1962. Classroom activities and teaching techniques

FOOD - THE YEARBOOK OF AGRICULTURE. Government Printing Office, Washington, D. C., 1959

SELECTED ANNOTATED BIBLIOGRAPHY - NUTRITION EDUCATION. Minnesota Health Department, U. of Minnesota

GOALS FOR NUTRITION EDUCATION IN ELEMENTARY AND SECONDARY SCHOOLS. Harvard School of Public Health, Nutrition Foundation, Inc.

PAMPHLETS AND ARTICLES

THE BIG STRETCH. Metropolitan Life Insurance Co. 1962. Free

A BOY AND HIS PHYSIQUE. National Dairy Council. 1961. Free

BREAKFAST SOURCE BOOK. Cereal Institute. 1963. Free

CAN FOOD MAKE THE DIFFERENCE? AMA. 1964. 10¢

COMPARISON CARDS FOR TEEN-AGERS. National Dairy Council. Free

COMPLETE SUMMARY OF THE IOWA BREAKFAST STUDIES. Cereal Institute. Free

EAT RIGHT TO WIN. Swift and Company. Free

EXERCISE AND DIET, THE PHYSICAL EDUCATOR. Phi Epsilon Kappa Fraternity, May, 1964

FACTS ABOUT NUTRITION. Minnesota State Health Department and U. of Minnesota. Free

FAMILY FEEDING FOR FITNESS AND FUN. National Dairy Council. 1960. Free

FIT, FAT, FAD. Sun Life Assurance Company of Canada. 1962. Free

FOOD FACTS TALK BACK. American Dietetic Association, 1957. Free (food fallacies)

FOOD MODELS. (in full color) National Dairy Council. Free

FOOD SCIENCE AND HOW IT BEGAN. National Dairy Council. Free

A GIRL AND HER FIGURE AND YOU. National Dairy Council. Free

THE HEALTHY WAY TO WEIGH LESS. AMA. 1964. 10¢

HOW YOUR BODY USES FOOD, National Dairy Council. Free

THE OBESE SCHOOL CHILD - A CHALLENGE. School Lunch Journal. March, 1964. Free

MY REFLECTIONS. National Dairy Council, 2nd ed. Free

OVER, UNDER WEIGHT. Equitable Life Assurance Society. 1959. Free

PERSONALITY "PLUS" THROUGH DIET. Foodlore for Teen-agers. Public Affairs Pamphlet No. 299. 25¢

PROCEEDINGS OF NUTRITION. Education Conference, Miscellaneous Publication No. 913, U. S. Department of Agriculture, Washington, D. C. 1962. 45¢

SEARCH AND RESEARCH. National Dairy Council. Free

SLIM DOWN, SHAPE UP, DIETS FOR TEEN-AGERS. American Book Division Hearst Corp.

TEENS AND THE TEETH. National Dairy Council. Free

THEY ASK WHY. National Dairy Council. Free

WHAT DID YOU EAT TODAY? American Institute of Baking

THE WONDER OF YOU AND FOOD AND YOU. American Institute of Baking, 1961. Free

YOUR DAILY BREAD AND ITS DRAMATIC HISTORY. American Institute of Baking. Free

FILMS AND FILMSTRIPS

BETTER BREAKFASTS, U. S. A. The Color of Health. State Department of Education or State Department of Health

OBESITY. Problems of fat formation and overweight. EBF. U. of Minnesota

WEIGHT REDUCTION THROUGH DIET.

WHY EAT A GOOD BREAKFAST? (filmstrip) Cereal Institute. 1957. 34 fr si with captions and title frames. color. free-loan

FOOD FOR LIFE. (filmstrip) Swift and Co. 1957. 65 fr si with title frames. color. Free

TAPES

AM I OVERWEIGHT OR UNDERWEIGHT? Teaching Aids Medically Authenticated

UNIT 3

PHYSICAL GROWTH AND DEVELOPMENT

Suggested Time Allotment
10-12 Periods

Introduction

The transition from childhood to adolescence with the accompanying physiological changes points out the need for the pupils at this level to understand themselves and their own bodily changes. They need guidance in adjusting to their sex role as a part of maturation. The new emotions which they are experiencing emphasize the need for the development of knowledge and wholesome attitudes which will guide their behavior.

Objectives

1. To understand and appreciate the significance of the physiological changes which are taking place during the development of physical and sexual maturity

2. To understand and interpret the developmental manifestations, such as menstruation, erotic dreams, sexual desire, seminal emissions, and the mental states accompanying them

3. To understand the relationship of heredity to body structure and growth

4. To develop proper vocabulary when discussing problems and questions in this area

5. To develop mature and wholesome attitudes toward personal and human relationships

6. To understand the importance of wholesome boy-girl relationships

7. To develop respect for high personal and social standards of conduct

8. To realize problems in the areas of personal relationships which arise as a consequence of increased physical maturity, such as petting and going steady

9. To develop an appreciation of a stable home and family relationship

10. To stimulate greater involvement in wholesome recreational activities

Content Outline	Suggested Activities	Teaching Aids
1. The bodily changes that occur in transition from childhood to adolescence, including development of secondary sex characteristics	Give a pretest of major knowledge areas (No. 2-13) using statements which require response of A Agree; D Disagree; U Uncertain. Tally results.	Note: For additional information refer to the attached textbook list and Curriculum Bulletin No. 24, A GUIDE FOR INSTRUCTION IN HEALTH AND SAFETY Teacher constructed pre-test
2. Boys and girls have a period of faster growth just before or in their early teens. Girls reach physical maturity sooner than boys.	Have each pupil review his height and weight chart noting periods of growth	Health records
3. All human beings follow their own patterns of growth Parts of the body grow at different rates Heredity determines body build and structure as well as other familial characteristics Environment, food, exercise, sleep, and fresh air are factors influencing growth and development	Use charts to show various heights and weights to illustrate individual difference in growth Discuss early and late physical maturing Have pupils compare body build with that of parents and grandparents	
4. There are two main types of glands: (a) duct glands (b) endocrine glands Included among the duct glands are the sweat and oil glands which are located in the skin. These glands become more active at the beginning of adolescence	Ask students to briefly review the effect of the increased productivity of these glands in relation to acne and personal body care Give each student a dittoed outline of a human figure - front view. Have them place the endocrine glands in the proper location - label and write the major function of each	

Content Outline	Suggested Activities	Teaching Aids
Hormones secreted by the endocrine glands affect physical growth, the emotions, the development of secondary sex characteristics, and the maturation of the sex glands		
5. The life of every individual begins with the uniting of two special cells - the sperm cell of the father and the egg cell of the mother At this state of physical and sexual maturity boys and girls are able to become parents. The sex organs of the girl are able to produce egg cells and those of the boy, sperm cells	Lecture and discussion Have pupils read Finding Yourself	
6. The production of egg cells by girls and sperm cells by boys are signs of sexual maturity. Both sexes begin to experience sexual feelings at this period in life and are interested in making friends of the opposite sex	Write a list of qualities desired in a friend of the opposite sex Show film: Making Friends	
7. Nature provides a special nest for the egg cell, and it is discarded when not needed. The process of menstruation includes:	Show film: It's Wonderful Being A Girl	

Content Outline	Suggested Activities	Teaching Aids
ovulation, passage of the egg cell through the fallopian tube to uterus, disintegration of the egg cell and shedding of the extra blood and tissue developed in preparation for the fertilized egg - the menstrual flow		
8. Boys from time to time have a natural functioning of the sex glands called seminal emissions	Show film: From Boy to Man	
9. Both boys and girls have responsibilities when dating to conduct themselves according to the highest standards of conduct, socially and personally	Read pamphlet: Dating Days Have panel of boys and girls discuss the topics: Going Steady vs Dating Many How Does One Get a Date? Should One Accept a Blind Date? What Are the Responsibilities of the Boy and Girl on a Date?	
10. Acquiring proper manners for various social situations is part of growing up	Role playing or skits: Introductions Manners at Parties, Restaurants, Theater Draw up a Good Manners Code for Dating	
11. Each person desires to gain status in the family and yet wants to achieve independence as he matures	Write a paper: Family Life or Family Strife Write a paper: What My Parents Want; What I Want Buzz session: (Topic) Are Parental Objections Justified?	

Content Outline	Suggested Activities	Teaching Aids
Part of growing up or maturing involves being a good family member including: a. Assuming responsibilities at home b. Sharing experiences with mother and dad c. Understanding the family's economic situation d. Developing mutual understanding, love, and respect for all members		
12. Growing up physically and sexually is accompanied by maturing in other ways. As one goes from childhood to adolescence to adulthood, new responsibilities must be assumed. Now is the time to set goals for the future	Write a paper: What I Want To Be - My Plans for Attaining My Goal	
13. There is a need for administrative and parental approval, if advisable, to teach numbers 6, 7, and 8. However, a discussion of the issues of sex perversion and venereal prophylaxis should not be discussed extensively. Birth control and sexual techniques should be avoided	Final written test	
NOTE: Pupils who need special help should be referred to guidance, personnel, parents, physician, or clergy		

A. Suggestions for Dealing with Subjects Which Are Beyond the Scope of the Course and the Responsibility of the School

BIRTH CONTROL -- This subject should not be discussed in a high school health class for the following reasons:

1. Religious and medical opinions differ concerning the use of contraceptives.
2. Birth control information is best given on an individual basis as part of pre-marital or marital consultation. A parent, personal religious adviser, or personal physician should be the only sources of such information. The schools should emphasize the importance to society of stable, mature marriages; the fact that the sex relationship is only part of a satisfactory marriage; and the physical and emotional harm that results from sexual experimentation outside of marriage.

Questions About Abnormal Behavior Such as Homosexuality, Masturbation, Sex Perversion, and the Like

These are not subjects for class discussions. It should be enough to state that these are complex, abnormal conditions requiring medical and psychological diagnosis and treatment. They cannot be dealt with in the ordinary student-teacher relationship in class. A teacher should be alert to apparent over concern on the part of any individual student, with possible follow-up conference with the nurse, visiting teacher, or special service teacher. Discussion may be indicated in regard to avoiding situations such as being alone on dark streets, accepting pick-ups, and the importance of reporting to parents any attempts of strangers to become familiar, or of unusual conduct from non-strangers. Other subjects not suitable for class discussions are: abortion, prostitution, and the like.

B. Suggestions for Dealing with Questions Concerning Venereal Diseases

Since venereal diseases are included in the study of contagious diseases in the science courses, it is suggested that they be discussed only as questions arise. Such discussions might include:

1. Definitions
2. Mode of transmission with the emphasis on the fact that they are practically always transmitted through sexual contact, and that irresponsible behavior in early boy-girl relationships may endanger the future marriage partner and children
3. The family doctor should be the source of information and consultation
4. These are serious, contagious diseases and can only be cured by prompt, prolonged medical treatment

Over concern on the part of an individual student might indicate the need for consultation with the nurse, visiting teacher, or special service teacher.

TEACHING AIDS

BOOKS

GROWING YEARS: ADOLESCENCE. 1962 YEARBOOK, Ass'n. for Health, Physical Education and Recreation $5.00

PAMPHLETS AND ARTICLES

BOYS WANT TO KNOW. American Social Health Association. 10¢

DATING DAYS. Science Research Associates, Inc. 25¢

FACTS AREN'T ENOUGH. American Medical Association. 50¢

FINDING YOURSELF. American Medical Association. 50¢

GIRLS WANT TO KNOW. American Social Health Association. 10¢

SEX EDUCATION. Journal of Health, Physical Education and Recreation, March, 1964. American Association of Health, Physical Education and Recreation

YOUR GLANDS, YOUR HORMONES AND YOU. Birk and Co., Inc. 20¢

FILMS AND FILMSTRIPS

ABOUT YOUR LIFE. (filmstrip) U. of Minnesota, Audio-Visual Dept.

FROM BOY TO MAN. State Health Department, U. of Minnesota,

HUMAN GROWTH. State Health Department, U. of Minnesota, 19 min

IT'S WONDERFUL BEING A GIRL. State Health Department, U. of Minnesota, 17 min

MAKING FRIENDS. EBF. State Health Department, U. of Minnesota, 1954 11 min sd b & w

STORY OF MENSTRUATION. State Department of Education, State Health Department, U. of Minnesota 10 min color

TAPES

Teaching Aids Medically Authenticated:

BOYHOOD TO ADOLESCENCE

BECOMING A MAN

MENSTRUATION FACTS BOYS NEED TO UNDERSTAND

MENSTRUATION IS NORMAL

UNIT 4

MENTAL HEALTH

Suggested Time Allotment
10-12 Periods

Introduction

Mental health is a normal state of well-being, a positive but relative quality of life. It is characteristic of the average person who meets the demands of life on the basis of his own capacities and limitations.

Mental health cannot be separated from physical health. To be sure, it has to do with the processes of the mind and body. What affects the mind affects the body and what affects the body affects the mind. An individual requires, for personal happiness and success, a sound mind in a healthy body.

Objectives

1. To develop an awareness of mental growth and physical growth
2. To understand the characteristics of good mental health and to evaluate one's present mental health status
3. To improve one's mental health through the practice of better habits of daily living
4. To understand the responsibilities of the various members of the family
5. To become an effective member of one's family
6. To improve one's interpersonal and social relationships through attitudes and practices consistent with good mental health
7. To realize the importance of facing problems and obtaining professional help
8. To realize that everyone can help himself

Content Outline	Suggested Activities	Teaching Aids
1. Who Am I a. Factual information on growth and development. Everyone grows at his own rate	Show film: <u>Ten-Twelve.</u> Discuss Keep individual record of height, weight, and physical skills	
b. Understanding bodily changes and developmental tasks of age level represented - the students own level and of brothers and sisters	List personality changes during different periods of growth	
c. Understanding personality changes and development	Observe traits that cause boys and girls to be liked or disliked Ask students to think of someone they admire and tell why they do	
2. Relationship of endocrine system and emotions	At students' suggestions list on a chalkboard desirable and undesirable personality traits	
3. Positive as well as negative aspects of emotional control	List different emotional problems and discuss best ways to meet these problems	
4. Acceptable ways of expressing emotions	Discuss many of the common problems that man encounters and shares in life	
5. Variety of ways of meeting emotional problems and effects of these ways	Cooperatively develop a personality rating scale; rate yourself on selected traits	
6. Problems and perplexities are the common lot of man and a natural part of living	Discuss assets and possible liabilities	
7. Positive and negative reactions to criticism	Review in class together and discuss	
8. Know the "daily dozen" for sound emotional health	Discuss ways to develop desirable personality traits. Pupils keep progress record on two or three they would like to work on	

Content Outline	Suggested Activities	Teaching Aids
9. Basic qualities which make one likeable and help one keep friends	Have students discuss their own physical health. Does it have anything to do with mental health and if so, the effect each has on the other	
10. Relationship of mental health to physical health and success in school		
11. Accept what cannot be changed and take positive remedial action when warranted. Fear, love, anger, hate, jealousy, and worry are natural emotions	Ask students to analyze their own fears and worries. Stress importance of meeting problems head on	
12. Understand that feelings and emotions affect nervous and digestive systems and to seek help is a sign of strength	Point out reasons for mental illness developing when problems are kept to oneself	
13. Being conscious of weak points and strong points in personality	Have students prepare an inventory of their own strong and weak points	
14. Growing in ability to select and buy wisely, such things as foods, drugs, cosmetics, and clothing	Have students bring assorted advertisements to class and discuss	
15. Working according to a definite plan to improve habit patterns	Have students prepare a work schedule with time requirements for one week. Have students follow this schedule	
16. How to live in harmony with self and others	List members of the family and the basic responsibilities of each; indicate problems which may result if each neglects to carry out his responsibilities	

Content Outline	Suggested Activities	Teaching Aids
17. Importance of appreciating the role of each family member in contributing to the happiness of all	Ask students to list areas in which they feel that their parents do not understand them. Discuss the ones appearing most frequently	
18. Youngsters who have learned to live healthfully are more likely to have happy family lives	List characteristics of a happy family; list health defects which could hinder family life	
19. Importance of expressing appreciation for help received from parents and family	Discuss how one can express appreciation; dramatize a family situation of receiving help and and expressing appreciation	
20. Important that children introduce friends to their parents	Have students contribute ways of having friends meet their parents - at home, school events, downtown, for example	
21. The home is the learning place for children and youngsters should share in the responsibility of caring for younger family members	Discuss things that older children might do to help younger family members learn; have some class member who has had this experience share these with the group	
22. Love from the family helps youngsters to develop sound emotional health	Discuss ways of showing affection or love for family members - a smile, a pat on the back, for example	
23. The ability to meet people, make friends, adjust to situations, and the sharing of affection, responsibilities, privileges, and activities	Role playing of correct behavior; class discussion; problem boxes. Show film: Act Your Age, Coronet Films and U. of Minnesota	

Content Outline	Suggested Activities	Teaching Aids
24. The need for good sportsmanship and a sense of fair play is not limited to games and sports, but also are qualities needed for classroom or social situations	List situations involving good sportsmanship and fair play in classroom or situations	
25. The need to control emotions to the extent that their reactions are socially acceptable	Discussion of the correlation with nervous system; show film, Mental Health (safety valves) Coronet Films	
26. To acquire knowledge relative to mental health, such as the affect of emotions on general health	Role playing; discussion; vocational guidance films	
To understand that there are individual differences in mental and physical abilities and the need to develop those abilities	Discuss reasons why each pupil should have opportunities and responsibilities for working up to his individual capacity	
27. To have friends one must be a friend	Discuss who is a real person; what are the qualities sought in a friend? Prepare a check list of strong and weak qualities of a close friend; prepare an inventory of your own strong and weak points	
28. Friendship is a two-way street. It includes give and take	Discuss how similar likes and dislikes promote friendships; discuss the influence of your values on your friends and vice-versa.	
The need to develop habits relative to cooperation, concentration, reliability, careful workmanship, and a healthy attitude toward one's work	Ask students to tell or write of an incident that temporarily broke up a friendship and of how the friends were reunited	

Content Outline	Suggested Activities	Teaching Aids
	Discuss qualities of a good leader and a good follower; consider conflict of popularity and leadership	
	Ask students to define agressive, dominate, permissive, reticent, democratic, responsibility, obligation, tactful	
	Discuss how one's interests change and what affect this has on friendships as one grows up; consider the concept that some people are more comfortable with a few close friends while others seem to need many people about them	
29. Habits of health and grooming reflect the real you. They attract people to you or repel	Group activity: Divide the class into working groups to draw up guidelines; panel reports to be presented to class for acceptance or rejection of standards. Topics: Clothing and Grooming, Body Cleanliness, Diet and Sleep, Posture and Exercise	

TEACHING AIDS

PAMPHLETS AND ARTICLES

SEVEN KEYS TO HAPPY LIVING. William C. Menninger. National Research Bureau. 20¢

ALL ABOUT YOU. William C. Menninger, M. D., Science Research Associates, c. 25¢

DAILY DOZEN FOR SOUND EMOTIONAL HEALTH. State Department of Education. Free

FINDING OUT ABOUT OURSELVES. Lester A. Kirkendall, Science Research Associates, Inc. 25¢

HOW OLD ARE YOU? Metropolitan Life Insurance Co.

HOW TO GET ALONG WITH OTHERS. Bernice Newgarten, Science Research Associates, Inc. 25¢

UNDERSTANDING YOUR TEEN-AGER. Metropolitan Life Insurance Co.

THE TEACHER AND MENTAL HEALTH. U. S. Department of Health, Education, and Welfare. 20¢

WHEN YOUR CHILD IS IN THE TEENS. John Hancock Insurance Co.

EMOTIONAL PROBLEMS OF GROWING UP. Science Research Associates. 25¢

YOU AND YOUR PROBLEMS. Science Research Associates. 25¢

FILMS

Refer to Film Catalogue, State Health Department, U. of Minnesota for listings

EMOTIONAL HEALTH. McGraw and U. of Minnesota. 20 min

ACT YOUR AGE. U. of Minnesota. Coronet 1949 13½ min sd b & w and color

UNDERSTANDING YOUR EMOTIONS. Coronet.

TAPES

MY BRAIN IS A SWITCHBOARD and PHYSICAL LIMITATIONS NEED NOT BE A HANDICAP. Teaching Aids Medically Authenticated

UNIT 5

ACCIDENT PREVENTION AND FIRST AID

Suggested Time Allotment
11-16 Periods

Introduction

Accident prevention and first aid emphasis for students at the secondary school level is to develop safety mindedness to the point of behavior improvement, knowledge, and skill for use in case of accident or sudden illness.

Objectives

1. To understand the seriousness of accidents
2. To understand the cause of various types of accidents
3. To understand ways in which accidents can be prevented
4. To understand the dangers resulting from various types of accidents
5. To understand the meaning of certain symptoms which may or may not be present following various types of accidents and sudden illnesses
6. To develop sufficient skill for use in case of accident or sudden illness until professional services can be secured

Content Outline	Suggested Activities	Teaching Aids
1. People are responsible for making their environment a safer place in which to live	Accident Prevention Have students collect newspaper articles depicting a variety of accidents, and write a summary -- whether the accident was unavoidable or if it could have been prevented and how	Books Accident Facts. National Safety Council American Red Cross Textbook. 4th ed. 1959

Content Outline	Suggested Activities	Teaching Aids
2. Persons must assume greater responsibility for reducing accidental injury	Discuss safety movements carried on by various groups and organizations in an effort to reduce accidents a. Fire prevention week b. Governor's proclamations regarding driving safety c. Minnesota Safety Council d. National Safety Council e. American Red Cross f. Others	Education for Safe Living. 3rd ed. Prentice-Hall, 1957
3. Mental attitude plays an important part in preventing accidents		Emergency Rescue Techniques. Laurence Erven, Davis Pub. Co., 1960
4. Students of junior and senior high school level can do much to prevent accidents at home, at school, and in the community		Emergency Medical Guide. John Henderson. McGraw, 1963
5. Hazards connected with various sports activities are many and proper use of equipment, proper physical conditioning, and physical examinations are of utmost importance	Gather information from local police, fire and emergency squads regarding frequency of all types of accidents, costs involved, for example	Fundamentals of Safety Education. Marland K. Strasser and others. MacMillan, 1964
6. Be aware of hazardous areas in the school, and of what can be done to prevent or reduce accidents in these areas	Have girls report from magazines and newspapers, articles pertaining to safe procedures in relation to babysitting jobs	Safety Education. A. E. Florio and G. T. Stafford. McGraw, 1962
7. Accidents from falls, burns, drownings, injury from firearms, poisoning by gas, poisoning by liquids and solids, and electric shock are commonplace, especially in the home	Have boys seek out information regarding hazards connected with part-time jobs a. Lawn mowing b. Delivering papers c. "Carryout" boy d. Caddying e. Others	Today's Health Magazine published by American Medical Association
8. Accidents are the number one killer of teenagers, especially automobile accidents		Safety Education. National Safety Council
		MODEL - Resusci-Anne. State Health Department. (a life size model for demonstration and practice of mouth-to-mouth resuscitation)
		Curity Immobile Air Bandage. (Sores and abrasions). Joseph Dahl Company, 328 South Ninth Street, Minneapolis, Minnesota
		<u>Films and Filmstrips</u>
		First Aid and Safety. American Red Cross (Request film from local Red Cross Chapter)

Content Outline	Suggested Activities	Teaching Aids
9. Proper observance of safety rules regarding water sports is of paramount importance	Have each student find and correct accident hazards in his own environment	First Aid Service. (filmstrip) McGraw,
10. Both summer and winter recreational activities present major and minor hazards	Dangerous Situations Make a survey of safety hazards about the school a. Suggest ways for improvement b. Summarize what is being done to prevent accidents	The Case of Officer Hollibrand. Modern TP. Elliott Film Service
11. A person with a knowledge and practice of first aid skills may be able to save a life in the event of an accident or sudden illness	Have physical education teachers and coaches speak to classes regarding safety procedures and accidents relating to physical activity programs within the school	The following films are available from the State Health Department: Bicycling Safety Today In Case of Fire. EBF. 1959 20 min sd b & w & color Let's Play Safe. (playground equipment) 10 min portafilms rev 1957 sd b & w Rescue Breathing. (mouth to mouth resuscitation) 30 min Safety in the Home. 13 min Safety in Winter Street Safety is Your Problem That They May Live. (demonstrates how to handle shock, choking, gas inhalation) Water Safety (swimming and boating) 10 min Water Rescue. (artificial respiration in the water) also Am Film Prod. 1961 12 min sd b & w
	Have the student make a critical survey of his own home regarding safety hazards a. Circumstances which could cause falls b. Method of caring for all poisonous substances in the home c. Provision for proper ventilation in the home d. Condition of electrical wiring, appliances, others e. Method of caring for firearms and ammunition f. Storage of flammable materials such as old papers, oil rags, paint, for example	NOTE: Contact the State Department of Education and State Department of Health for suggested film lists. Traffic safety films are available from the State Highway Department, Safety Promotion Division, State Highway Building, St. Paul

Content Outline	Suggested Activities	Teaching Aids
	g. Care of sharp objects such as knives, carpenter tools, and garden tools	<u>Tapes</u> Safety and First Aid Health in the Home Medical Precautions at Home Write: Teaching Aids Medically Authenticated
	Study reports of state and national surveys regarding the frequency of traffic accidents, costs involved, age groups concerned, causes a. Automobile accidents b. Cycling accidents c. Pedestrian accidents	
	Investigate insurance statistics regarding automobile claims a. Invite an insurance man to talk to the class about insurance rates for teenagers as compared to other age groups	
	b. Show films on traffic safety	State Highway Department, Traffic Safety, Film Catalogue, Safety Promotion Division, St. Paul
	c. Distribute pamphlets and literature on traffic safety and accident prevention	
	d. Have students map out the neighborhood around the school or their home and locate the traffic hazards	
	Prepare written or oral reports regarding safety rules which relate to boating, water skiing, fishing, camping, and hiking. Have	

Content Outline	Suggested Activities	Teaching Aids
	students draw upon first-hand experiences -- accidents associated with outdoor summer recreational activities and discuss causes of and prevention of these accidents	
	Discuss the safety hazards involved in various winter activities such as skating, skiing, hunting, sledding, for example a. Refer to magazine and newspaper articles b. Reports from skiing literature on proper safety equipment and practices c. Invite gunnery instructor to talk to the class about firearm and hunting safety	
	First Aid Knowledge and Techniques Help students develop an understanding of what first aid is and what his responsibilities are as a first aider	
	Familiarize students with the tools and material with which he will work	
	Help students develop within themselves a thorough knowledge of proper first aid and life saving procedures relating to such things as: a. Reporting accidents b. Stoppage of breathing c. Severe bleeding d. Poisoning from plants and foods	

Content Outline	Suggested Activities	Teaching Aids
	e. First, second, and third degree burns f. Poisoning by solids and liquids g. Poisoning by gas h. Minor infections i. Animal bites j. Shock k. Heatstroke l. Sunstroke m. Fainting n. Frostbite o. Simple sprains, strains, and bruises p. Fractures and dislocations q. Head injuries r. Apoplexy and heart attack s. Diabetic emergency t. Sudden illness in the home u. Nuclear attack, fires, and tornadoes	
	Review the following in preparation for learning various first aid techniques a. Circulatory system (in the case of serious bleeding) b. Digestive system (in the case of poisoning) c. Respiratory system (in the case of suffocation or asphyxiation)	
	Instruct students and have them practice two types of artificial respiration a. Arm-lift method, practice on one another	

Content Outline	Suggested Activities	Teaching Aids
	b. Mouth-to-mouth respiration using Resusci-Anne and the films c. Give each student an instruction card on mouth-to-mouth respiration and point out the importance of carrying it with him. Northern States Power will supply these cards	
	Teach students the three methods of stopping bleeding a. Present hypothetical situations and practice b. Carefully point out the dangers of using a tourniquet	
	Have students practice applying dressings and bandages	
	Have students practice transporting techniques	
	Emphasize what to do in emergency situations involving fires a. Clothing fire b. Grease fire c. Fire in a home d. Fire in a public building	

Content Outline	Suggested Activities	Teaching Aids

Have students solve first aid problems dealing with various type accidents which would require the application of several first aid procedures and techniques

e.g. Three small boys are burned while dumping the contents of a gasoline can into the trash burner in the back yard. You are in the house visiting with a friend when you hear the screams. You run to a window and see the boys running wildly about the yard with their clothing on fire. What will you do?

Have students prepare a practical first aid kit for use in the home, another for use in the car

Have students post the number of the family doctor, police department, and fire department near their home telephone

Give occasional written tests on information presented to them by

a. Guest speakers
b. Pamphlets
c. Films
d. Oral reports
e. Class discussion
f. Practice of life saving and first aid procedures

Content Outline	Suggested Activities	Teaching Aids
	Give a unit examination including information from many of the sources and materials used in teaching the unit	
	Have students become certified in Red Cross Standard First Aid Course	
	Give practical examinations on first aid skills	

TEACHING AIDS

BOOKS

FUNDAMENTALS OF SAFETY EDUCATION. Marland K. Strasser and others. Macmillan, 1964

ACCIDENT FACTS. National Safety Council. o.p.

AMERICAN RED CROSS TEXTBOOK. 4th ed. Doubleday, 1959

EDUCATION FOR SAFE LIVING. 3rd ed. Herbert Stack and J. D. Elkow. Prentice, 1957

EMERGENCY RESCUE TECHNIQUES. Laurence Erven. Davis Publishing Co., 1960

EMERGENCY MEDICAL GUIDE. John Henderson. McGraw, 1963

SAFETY EDUCATION. A. E. Florio and G. T. Stafford. McGraw, 1962

MAGAZINES

TODAY'S HEALTH MAGAZINE. American Medical Association

SAFETY EDUCATION. National Safety Council

MODELS

RESUSCI-ANNE. State Health Department. (A life size model for demonstration and practice of mouth-to-mouth resuscitation)

CURITY IMMOBILE AIR BANDAGE. (sores and abrasions) Joseph Dahl Company, 328 South Ninth St., Minneapolis

FILMS AND FILMSTRIPS

FIRST AID AND SAFETY. American Red Cross (request film from local Red Cross Chapter)

FIRST AID SERVICE (filmstrip) McGraw

THE CASE OF OFFICER HOLLIBRAND. Modern TP. Elliott Film Service

The following films are available from the State Department of Health:

BICYCLING SAFETY TODAY

IN CASE OF FIRE. 1959 sd b & w and color

LET'S PLAY SAFE. (playground equipment) Portofilms rev. 1957 10 min sd b & w

STREET SAFETY IS YOUR PROBLEM

THAT THEY MAY LIVE. (demonstrations-how to handle shock, choking, gas inhalation)

WATER SAFETY. (swimming and boating)

WATER RESCUE. (artificial respiration in the water)

Note: Contact the State Department of Education, State Department of Health for suggested film lists. Traffic safety films are available from the State Highway Department, Safety Promotion Division, State Highway Building

TAPES

SAFETY AND FIRST AID

HEALTH IN THE HOME

MEDICAL PRECAUTIONS AT HOME

Write:
TEACHING AIDS MEDICALLY AUTHENTICATED

UNIT 6

PREVENTION AND CONTROL OF COMMUNICABLE AND CHRONIC DISEASES

Suggested Time Allotment
8-10 Periods

Introduction

At the junior high school level, a unit in disease prevention and control should emphasize the effects of acute communicable and chronic disease entities upon the individual and the means used to control and prevent these various types of diseases. The subject presented here, prevention and control of communicable and chronic diseases, encompasses a broad health area. To facilitate teaching, the instructor should divide this broad area into several specific disease problems. These specific problems would be the basis of the teaching units used with the students.

Objectives

Acute Communicable Diseases

1. To understand the cause and effect of acute communicable diseases upon the individual
2. To examine some of the common acute communicable diseases which attack the individual
3. To develop an understanding of disease prevention and control measures which the individual can apply to himself, particularly immunizing agents against smallpox, diphtheria, tetanus, and polio
4. To understand that the maintenance of optimum health is the responsibility of every individual

Chronic Diseases

1. To gain an understanding of the effects of chronic diseases upon the individual
2. To discover what chronic diseases are and the difference between them and acute communicable diseases
3. To examine some of the common chronic diseases which attack the individual

Content Outline	Suggested Activities	Teaching Aids
	At the beginning of each unit prepare and administer a pre-test to determine areas and points that need major emphasis during the unit	Note: For additional information refer to the attached textbook list and A GUIDE FOR INSTRUCTION IN HEALTH AND SAFETY, Curriculum Bulletin No. 24, Minnesota Department of Education
1. Acute communicable diseases are those caused by a pathogenic organism, such as bacteria, virus, rickettsia, fungus, protozoa, or metazoa, which are of short duration ending in either recovery or death	Have students prepare and grow bacteria cultures to illustrate how such organisms grow and multiply and the conditions under which they thrive	Pamphlets A Tuberculosis Resource Unit For Junior and Senior High School. Tuberculosis and Health Association of Hennepin County, 1829 Portland Avenue, Minneapolis. Free
2. Each individual can help protect himself from communicable disease by employing certain personal practices as: a. Personal and body cleanliness b. Proper food storage and handling c. Proper disposal of individual human and animal wastes d. Protection against certain insects e. Seeking and following proper medical advice f. Safe water and milk supply g. Immunization	Show the film, THE WORLD OF MICROBES, to introduce students to the process of phagocytosis. They will probably not understand all points in this film, but it is an excellent illustration of this defense mechanism of the body	Cancer, A Teaching Unit for Junior High School Teachers. American Cancer Society. Free
3. All communicable diseases go through six stages of development called the chain of infection; if this chain can be broken at any point,	Have students study and thoroughly explore the chain of infection of communicable disease. Using illustrations, discuss and study how this	Teaching About Cancer. American Cancer Society, Minnesota Division. Free

Content Outline	Suggested Activities	Teaching Aids
the disease can be prevented: a. Disease agent b. Reservoir of infection c. Escape of organism d. Method of transmission e. Portal of entry f. Susceptibility of the host	chain may be broken and how it is applied to prevention and control measures	
4. Communicable diseases are often classffied by the means by which they enter the body, which has great application to control measures: a. Respiratory b. Gastro-intestinal c. Skin and mucus membrane d. Urinary tract e. Venereal means f. Vectors or animate means, such as insects g. Vehicles or inanimate means, such as food, water, or air	Discuss the classification of communicable diseases -- entrance into the body, such as respiratory, gastro-intestinal, and venereal means. Relate this to spread of diseases and use illustrations of disease types	Louis Pasteur and the Germ Theory of Disease. School Health Bureau, Metropolitan Life Insurance Co. Venereal Disease - A Teaching Unit for Junior High School Teachers. Minnesota Department of Health. Free
5. A person can increase his disease resistance powers through active and passive immunization	Study and discuss in depth factors of active and passive immunity	ABC's of Childhood Disease. Metropolitan Life Insurance Co.
6. Immunizations are a protective procedure which the individual can employ to protect himself against some of the more serious acute communicable diseases such as smallpox, diphtheria,		Facts About Cancer. School Health Bureau, Metropolitan Life Insurance Co. Your Heart. Metropolitan Life Insurance Co.

Content Outline	Suggested Activities	Teaching Aids
tetanus, polio, and for children under five, whooping cough		
7. Immunizations to be effective must be done every few years, so that resistance is maintained	Using class-developed survey techniques, determine the immunization levels of the class, of the family members of the class, and/or of the students of the school. Discuss the implications of the survey results and what needs they show. The results of these surveys might be written up for an article in the school newspaper	
8. Each individual has certain body defenses against the invasion of disease organisms, including skin and mucus membranes, white blood cells, physiological factors and antibodies	Discuss the body's defense mechanisms against disease and factors that lower body resistance	
9. Every individual should know about and understand the effects of the common acute communicable diseases: a. Colds b. Influenza c. Measles d. Mumps e. Chickenpox	Survey the class to determine the diseases they have had during childhood and discuss the cause and effects Obtain individual immunization record cards and have students fill them out to bring this information up to date. Discuss the usefulness of knowing the current immunization status of the individual and members of his family	Right From The Start - The Importance of Early Immunization. Judy Graves. Public Affairs Pamphlet #350. 25¢

Content Outline	Suggested Activities	Teaching Aids
10. Certain acute communicable diseases can result in serious consequences for the infected individual: a. Typhoid fever b. Diphtheria c. Tetanus d. Smallpox e. Polio f. Dysentery g. Rabies	Discuss the differences between acute communicable diseases, chronic communicable diseases, and chronic non-communicable diseases	Science Against Cancer. Pat McGrady. Public Affairs Pamphlet #324. 25¢ See also materials from American Cancer Society, Minnesota Division; American Medical Association; Minn. Tuberculosis and Health Association; and U.S. Health Service, as well as the standard textbooks
	Use buzz sessions or individual written questions from the students to determine their interests, needs, and questions pertaining to each unit. These can be a source of classroom discussions as each unit progresses	Respiratory System Diagram. Minnesota Tuberculosis and Health Association. Free Sore Throats Can Be Serious. Today's Health. Jan. 1965 AMA
	Local physicians, health officers, and public health and school nurses are good resources to determine the extent of local communicable and chronic disease effects on the individual. These people may be called upon as speakers for interview techniques or as information sources for individual student reports	

CHRONIC DISEASES

1. Chronic diseases are those diseases which develop and progress over a long period of time, months or		<u>Films</u> Minnesota Department of Health: Billion Dollar Malady. (colds) 17 min

Content Outline	Suggested Activities	Teaching Aids
years, with tendencies to recur after apparent recovery		How to Catch a Cold. (colds) 10 min About the Human Body. (physiology) 15 min Heart and Circulation of the Blood. (physiology) 11 min The World of Microbes. (disease resistance and TB) 30 min Body Fights Bacteria. (immunization) McGraw. U. of Minnesota 15 min Defense Against Invasion. (immunization) U. of Minnesota 15 min OIAA - UW Immunization. EBF rev 1955 11 min sd b & w The Anatomy of a Disease. (TB) 15 min Stop Rheumatic Fever. American Heart Association. 1955 12½ min sd b & w Man Against Microbes. Metropolitan Life Insurance Co. (medical research) See also films and filmstrips from American Cancer Society, Minnesota Division; Minnesota Heart Association; and Minnesota Tuberculosis and Health Association
2. Chronic diseases may be either communicable or non-communicable	Emphasis about such chronic communicable diseases as rheumatic fever, tuberculosis, and venereal diseases, and the non-communicable heart diseases, cancer, and diabetes	
3. Certain of the chronic communicable diseases can pose serious health problems to the individual and everyone should understand the causes, effects, and control measures for these diseases: a. Tuberculosis b. Syphilis and Gonorrhea c. Rheumatic fever	Special attention might be given the venereal diseases at this point in terms of their cause, spread, signs, symptoms and effects on the individual; discuss control measures	
4. Periodic Mantoux tests and annual chest x-rays of individuals with positive Mantoux tests can be important detection procedures for tuberculosis	Discuss the use of Mantoux tests and x-rays as case-finding methods for tuberculosis. What are they? What uses are made of them? What do they show? When and to whom should they be given? Survey the class to determine when students had their last Mantoux tests. Discuss the results of this survey	
5. The individual should have a basic understanding of the major chronic non-communicable diseases:	For more specific information on teaching about tuberculosis see the teaching guide from the Tuberculosis and Health	

Content Outline	Suggested Activities	Teaching Aids
a. Heart and cardio-vascular diseases b. Cancer c. Diabetes	Association of Hennepin County and for cancer see the teaching guides from the Minnesota Division of the American Cancer Society	<u>Tapes</u> Causes of Disease and Venereal Disease. Teaching Aids Medically Authenticated
6. Sore throats should receive proper attention	Use pretest again following each unit to evaluate any changes in information levels and/or attitudes	
7. A headache is not a disease but a symptom of a disorder		

TEACHING AIDS

PAMPHLETS AND ARTICLES

A TUBERCULOSIS RESOURCE UNIT FOR JUNIOR AND SENIOR HIGH SCHOOL. Tuberculosis and Health Ass'n. of Hennepin County. Free

CANCER, A TEACHING UNIT FOR JUNIOR HIGH SCHOOL TEACHERS. American Cancer Society. Free

TEACHING ABOUT CANCER. American Cancer Society, Minnesota Division. Free

LOUIS PASTEUR AND THE GERM THEORY OF DISEASE. School Health Bureau, Metropolitan Life Insurance Co.

ABC'S OF CHILDHOOD DISEASE. Metropolitan Life Insurance Co.

FACTS ABOUT CANCER. School Health Bureau, Metropolitan Life Insurance Co.

YOUR HEART. Metropolitan Life Insurance Co.

SCIENCE AGAINST CANCER. Pat McGrady. Public Affairs Pamphlet No. 324. 25¢

See also materials from American Cancer Society, Minnesota Division; American Medical Association; Minnesota Tuberculosis and Health Association; and U. S. Public Health Service, as well as standard textbooks.

RESPIRATORY SYSTEM DIAGRAM. Minnesota Tuberculosis and Health Association. Free

VENEREAL DISEASE. A teaching unit for junior high school teachers. Minnesota Department of Health. Free

SORE THROATS CAN BE SERIOUS. Today's Health. January, 1965 AMA

FILMS

Minnesota Department of Health:

BILLION DOLLAR MALADY (colds) 17 min

HOW TO CATCH A COLD. 10 min

ABOUT THE HUMAN BODY. (physiology) 15 min

HEART AND CIRCULATION OF THE BLOOD. (physiology) 11 min

THE WORLD OF MICROBES. (disease resistance and TB) 30 min

BODY FIGHTS BACTERIA (immunization) 15 min

DEFENSE AGAINST INVASION. (immunization) 15 min

IMMUNIZATION. 11 min

THE ANATOMY OF A DISEASE (TB) 15 min

STOP RHEUMATIC FEVER. 12½ min

See also films and filmstrips from American Cancer Society, Minnesota Division; Minnesota Heart Ass'n.; and Minnesota Tuberculosis and Health Ass'n.

TAPES

CAUSES OF DISEASE AND VENEREAL DISEASE. Teaching Aids Medically Authenticated

UNIT 7

CONSUMER HEALTH

Suggested Time Allotment
2-4 Periods

Introduction

School age pupils are exposed to considerable pressure through advertising by radio, television, and published material. This advertising may include reliable as well as misleading information about health practices and products. It is necessary for young people to be able to distinguish among them. Students must also be able to know how to seek proper medical and dental care, and avoid self-diagnosis and self-medication.

Objectives

1. To learn how to secure competent dental, medical, and other health services
2. To learn to critically evaluate advertising claims of health products, services, and facilities
3. To have adequate knowledge of health and accident insurance programs

Content Outline	Suggested Activities	Teaching Aids
		Note: Refer to the attached textbook list and Curriculum Bulletin No. 24, A GUIDE FOR INSTRUCTION IN HEALTH AND SAFETY for additional information
1. Advertising Purposes and techniques used Criteria for evaluating advertising claims on packaged products	Evaluate television and radio commercials and newspaper and magazine advertisements for drugs, health products, and foods. Use the suggested criteria for evaluating products	Pamphlets Beware of Health Quacks. Donald Cooley. Birk and Co., Inc. Health Education U.S. Medical Quackery. James Traiviak, Food and Drug Administration

Content Outline	Suggested Activities	Teaching Aids
a. Facts should be stated in clear, simple language b. Advertisement must not play upon common fears, dread of disease or superstitious beliefs c. Research used to prove a point should be unbiased d. Scientific authorities should be cited to support a claim -- identify by name, position and professional standing e. Statements used should be approved or accepted by professional, medical, dental, or public health associations		Read the Label on Foods, Drugs, Cosmetics, and household chemicals. (N-6) Minnesota Department of Health, U. of Minnesota. Free "Six Ways to Spot a Quack." Health Education. November, 1963, AMA. Free
2. Reliable sources of health information		
3. Self-medication and home remedies a. Use of old prescriptions b. Use of prescriptions written for others c. Reading labels carefully and understanding them	Discuss hazards of self-diagnosis and self-medication Review home medicine cabinet and list items it should contain for first aid Discuss safe disposal of unused medicine	
4. Health superstitions, fallacies, and fads	Discuss ways of identifying quackery Ask students to list present superstitions and fads in relation to their own health	

TEACHING AIDS

PAMPHLETS AND ARTICLES

BEWARE OF HEALTH QUACKS. Donald Cooley. Birk

HEALTH EDUCATION U. S. MEDICAL QUACKERY. James Traiviak. Food and Drug Administration

READ THE LABEL ON FOODS, DRUGS, COSMETICS AND HOUSEHOLD CHEMICALS. (N-6) Minnesota Department of Health and U. of Minnesota. Free

SIX WAYS TO SPOT A QUACK. Health Education, November, 1963. AMA. Free

UNIT 8

ALCOHOL AND TOBACCO

Suggested Time Allotment
8-10 Periods

Introduction

Stress should be placed on an objective and scientific approach in presenting the undisputed facts about alcohol and tobacco. Each pupil should be helped to become the kind of person who is able to express intelligent and safe behavior as it relates to these products.

Although two topics are included in one unit area, each should be treated separately. However, there are many common factors which can be highlighted in the summary of this unit. Some of these factors concern the dangers in use, risks of experimentation, habit forming, effects on one's health, changes in behavior, accidental use or addiction and illegal use.

Objectives

1. To gain sufficient understanding about alcohol and tobacco to make intelligent decisions about their use
2. To become aware of laws and regulations regarding alcohol and tobacco
3. To support school and community-wide programs for education and control of sale and use of alcohol and tobacco
4. To appreciate and become aware of problems -- health, social, safety, economic -- associated with use of alcohol and tobacco
5. To realize that only the person himself can make the decision to use or not to use alcohol and tobacco
6. To realize the importance of leading a wholesome, healthful, active life

Content Outline	Suggested Activities	Teaching Aids
	Administer a written test on facts about alcohol	Note: Refer to the attached textbook list for additional information
	Install a question box for pupils to submit questions or problems concerning these facts	<u>Pamphlets</u>
	Listen to a taped discussion by a medical authority on facts about use of alcoholic beverages	Alcoholism. U. S. Department of Health, Education, and Welfare
		Facts About Alcohol. Raymond G. McCarthy, Science Research Associates, Inc. 50¢
		Discussion Guide for Questions About Alcohol. Raymond G. McCarthy, Rutgers Center of Alcohol Studies, Rutgers - The State University. 50¢ for set of three
		No. 1 - The Physiological Effects of Alcohol No. 2 - Community Opinions on Alcohol Problems No. 3 - Individual Attitudes Toward Alcohol
<u>Alcohol</u>		
1. Nature and Content a. Alcohol is contained in many beverages, such as wines, beer, whiskey. Some alcoholic beverages contain more alcohol than others b. Alcohol is manufactured by fermentation or distillation from fruits and grains		
2. Alcohol as a Drug Realization that alcohol is a habit forming drug		
3. History of Use of Alcohol a. Use of alcohol by man began early in history b. Alcohol and our culture c. Failure of man to control harmful effects of alcohol		
4. Use of alcohol by people is a major health, social, and safety problem. Following are some effects:	Discuss reasons for young people starting to use alcoholic beverages	

Content Outline	Suggested Acitivites	Teaching Aids
a. Personal health b. Economic and general welfare for family, self, and others c. Safety of self and others d. Crime e. Vocations f. Standards of behavior	Study the purpose and nature of advertising in the field of alcohol	Exploring Alcohol Questions. Raymond G. McCarthy. Publications Division, Rutgers Center of Alcoholic Studies, Rutgers - The State University Today's Health (magazine). American Medical Association. $4 per year
5. Importance of Avoiding Use of Alcohol a. Risk of taking a drink b. Importance of avoiding food and drink from unknown sources	Help students to note application of scientific facts in making choices Discuss acceptable social activities and know one can gracefully say "no" if offered an alcoholic beverage	<u>Films</u> Alcohol and the Human Body. EBF and U. of Minnesota 15 min Alcohol is Dynamite. Sid Davis Bottle and Throttle. Sid Davis
6. Choice of Friends	Discuss type of reading of students and plays they view. Work with them to select characters who have high standards of behavior	Brain and Behavior. McGraw, 1957 22 min. sd b & w Measure of a Man. Assn. Films 1957 27½ min sd b & w free loan
7. Use of Alcohol by Youth a. Laws and regulations	Arrange for a panel to discuss laws regarding use of alcohol by minors Write a paper on alcohol as a major health problem of youth Evaluate listening, reading, and viewing habits Observe participation in group activities and choice of associates. Note evidence of improvement	To your Health. Columbia U. Press, 1956 10 min sd color For additional film references contact the State Department of Education or State Health Department

Content Outline	Suggested Activities	Teaching Aids
8. Alcoholism a. Extent and treatment	Note improvement in standards of physical fitness by accepting and practicing sound health habits and eliminating those which do not contribute to health Refer students with specific and serious questions about use of alcohol to proper resource for help	<u>Tapes</u> Facts About Alcohol. Teaching Aids Medically Authenticated Note: Refer to the attached textbook list for additional information <u>Books</u>
Tobacco		Consumer's Union Report on Smoking and the Public Interest. Consumer's Union. $1.50
1. Nature and Content a. Tobacco contains nicotine, a harmful poison, and is habit forming b. Kinds of tobacco, i.e., pipe, cigarette, cigar, and chewing	Help students plan an exhibit or bulletin board of books and pamphlets about tobacco Invite a physician to the classroom to discuss effects of smoking on health Listen to a tape by a medical authority discussing the problem of smoking	<u>Pamphlets and Articles</u> Cigarettes and Health. Pat McGrady. Public Affairs Pamphlets 25¢ Cigarettes and the Schools. Publications-Sales Section, NEA Cigarette Smoking and Cancer. American Cancer Society. Free The Drive For the Teen-age Market. PTA Magazine. October, 1963 Habits, Habits, Habits. Equitable Life Assurance Society
2. Effect on Health of Individuals a. Nicotine poisoning b. Primary cause of lung and laryngeal cancer c. Heart and circulation d. Irritation of nose, throat, and lungs e. Cigarette smoking a recent health problem		
3. Exercise, Physical Fitness, and Smoking	Discuss effects of smoking on physical fitness, personal efficiency, budget, and appearance	

Content Outline	Suggested Activities	Teaching Aids
	Have students review training rules for athletes	
4. Personal Appearance and Smoking a. Stains on hands		Mind If I Smoke? Pacific Press Publishing Association. 75¢
5. Laws and Regulations Regarding Smoking a. Minors b. Sale of tobacco c. Cost to user	Arrange for a panel to discuss laws regarding use of tobacco by minors	Problems of Changing Attitudes and Actions of Smokers. Minnesota Tuberculosis and Health Association. Free
6. Safety and Smoking a. Burns on clothing b. Starting fires		Smoking and Health. James Rogers Fox, M.D. Professional Productions, Inc.
7. Importance of Avoiding Starting to Smoke a. Increase in number of teen-agers who smoke b. Dangers of experimentation with smoking c. Smoking is a habit which is difficult to break	Have students develop suggestions for help in avoiding smoking or to stop smoking Suggest substitute activities for smoking	Smoking: Facts You Should Know. American Medical Ass'n. 5¢ Smoking and Lung Cancer. American Cancer Society Smoking and Health and You. Children's Bureau Publication No. 424, U.S. Department of Health, Education, & Welfare, 1964. Free
8. Reasons Young People Start to Smoke a. Adult status - being grown up b. Factors in arriving at a decision to smoke	Investigate reasons people give for smoking. Show evidence of lack of facts to support decision List and discuss the purpose and nature of advertising in the field of tobacco Analyze critically newspaper and magazine ads on claims made for use of tobacco	Smoking, The Great Dilemma. Public Affairs Pamphlet No. 361 25¢ Summaries and Conclusions, Smoking and Health. Surgeon General's Report. American Cancer Society. Free

Content Outline	Suggested Activities	Teaching Aids
9. School Achievement and Smoking a. Evidence shows non-smoker tends to be a better achiever	Read and prepare a report on selected material in the field Note absence of smoking habits in group and individuals Note improvement in standards of physical fitness by accepting and practicing sound health habits and eliminating those habits which do not contribute to health Observe increased respect for law and evidence of consideration	Ten Little Smokers. Imagination, Inc. 4032 Maryland Ave. N. Minneapolis What You Should Know About Smoking and Drinking. Bauer and Dukelow, Science Research Associates, Inc. Your Teen-age Children and Smoking. Children's Bureau Publications, No. 493, U.S. Department of Health, Education, and Welfare, 1964. Free Films and Filmstrips Is Smoking Worth It? No Smoking. Sid Davis Tobacco and the Human Body. EBF Filmstrip Kit: To Smoke or Not to Smoke. American Cancer Society, Minnesota Division For additional references, contact the State Department of Education and/or the Minnesota Department of Health; American Cancer Society, Minnesota Division; The Minnesota Heart Association; The Minnesota Tuberculosis and Health Association Tapes Is Smoking Worthwhile? Teaching Aids Medically Authenticated

Summary

Decision Making -- each one must make his own decision about the use of alcohol and tobacco by weighing the facts and making up his own mind. The decision is personal, no one else can make it

TEACHING AIDS

PAMPHLETS AND ARTICLES

Alcohol

ALCOHOLISM. U. S. Department of Health, Education, and Welfare, Washington, D. C.

FACTS ABOUT ALCOHOL. Raymond G. McCarthy. Science Research Associates, Inc. 50¢

DISCUSSION GUIDE FOR QUESTIONS ABOUT ALCOHOL. Raymond G. McCarthy. Rutgers Center of Alcohol Studies, Rutgers - The State University. 50¢ for set of three. No. 1 - THE PHYSIOLOGICAL EFFECTS OF ALCOHOL No. 2 - COMMUNITY OPINIONS ON ALCOHOL PROBLEMS No. 3 - INDIVIDUAL ATTITUDES TOWARD ALCOHOL

EXPLORING ALCOHOL QUESTIONS. Raymond G. McCarthy. Rutgers Center of Alcohol Studies, Rutgers - The State University

TODAY'S HEALTH. AMA. $4 per year

FILMS

ALCOHOL AND THE HUMAN BODY. EBF and U. of Minnesota. 15 min

ALCOHOL IS DYNAMITE. Sid Davis

BOTTLE AND THE THROTTLE. Sid Davis

BRAIN AND BEHAVIOR. McGraw. 32 min sd b & w

MEASURE OF A MAN. Ass'n. Films, 1957 27½ min sd b & w

TO YOUR HEALTH. Col. U. Press, 1956 10 min sd color

For additional film references contact the State Department of Education or the State Health Department

TAPES

FACTS ABOUT ALCOHOL. Teaching Aids Medically Authenticated

Note: Refer to the attached textbook list for additional information

Tobacco

BOOKS

CONSUMER'S UNION REPORT ON SMOKING AND THE PUBLIC INTEREST. Consumer's Union. $1.50

PAMPHLETS AND ARTICLES

CIGARETTES AND HEALTH. Pat McGrady. Public Affairs Pamphlets. 25¢

CIGARETTES AND THE SCHOOLS. Publications-Sales Section. NEA

CIGARETTE SMOKING AND CANCER. American Cancer Society. Free

THE DRIVE FOR THE TEEN-AGE MARKET. PTA Magazine. October, 1963

HABITS, HABITS, HABITS. Equitable Life Assurance Society

MIND IF I SMOKE? Pacific Press Pub. Association. 75¢

PROBLEMS OF CHANGING ATTITUDES AND ACTIONS OF SMOKERS. Minnesota TB and Health Ass'n. Free

SMOKING AND HEALTH. James Rogers Fox, M. D. Professional Productions Inc.

SMOKING: FACTS YOU SHOULD KNOW. AMA. 5¢

SMOKING AND LUNG CANCER. American Cancer Society

SMOKING AND HEALTH AND YOU. Children's Bureau Publication No. 424, U. S. Department of Health, Education and Welfare, 1964. Free

SMOKING, THE GREAT DILEMMA. Public Affairs Pamphlet No. 361. 25¢

SUMMARIES AND CONCLUSIONS, SMOKING AND HEALTH. Surgeon General's Report. American Cancer Society. Free

THE LITTLE SMOKERS. Imagination, Inc.

WHAT YOU SHOULD KNOW ABOUT SMOKING AND DRINKING. Bauer and Dubelow, Science Research Associates, Inc.

YOUR TEEN-AGE CHILDREN AND SMOKING. Children's Bureau Publication, No. 493, U. S. Department of Health, Education and Welfare. 1964. Free

FILMS AND FILMSTRIPS

IS SMOKING WORTH IT? Sid Davis

NO SMOKING. U. of Minnesota

TOBACCO AND THE HUMAN BODY. EBF

Filmstrip Kit: TO SMOKE OR NOT TO SMOKE. American Cancer Society, Minnesota Division

For additional references, contact the State Department of Education and/or the Minnesota State Department of Health, American Cancer Society, Minnesota Division, Minnesota Heart Association, and/or the Minnesota Tuberculosis and Health Association

TAPES

IS SMOKING WORTHWHILE? Teaching Aids Medically Authenticated

UNIT 9

NARCOTICS AND OTHER DANGEROUS DRUGS

Suggested Time Allotment
2-3 Periods

Introduction

Increased emphasis should be given to instruction for all boys and girls about narcotics and prescription drugs. There are many factors which can be highlighted in the summary and evaluation of the unit. Some of these are: (1) dangers in use (2) risks of experimentation (3) habit forming (4) effects on one's health (5) changes in behavior (6) accidental use which might lead to drug addiction (7) illegal use (8) self-medication

Stress in the unit is placed first and foremost upon instruction to prevent the use of dangerous drugs and materials except as prescribed by physicians, and secondly, of course, on helping individuals change and break away from undesirable patterns of behavior. Use of dangerous drugs and materials by young people is on the increase, and young people need to acquire correct facts about the dangers involved. Caution should be taken by teachers during instruction in narcotics and dangerous drugs so as not to arouse undue curiosity of youngsters. to want to try drugs or to experiment with their use.

Objectives

1. To avoid use of narcotics and other dangerous drugs and to realize the risk one is taking when tempted to experiment with their use at any age
2. To become aware of and obey laws and regulations regarding narcotics and habit forming drugs
3. To realize and appreciate the fact that narcotics and habit forming drugs can only be obtained legally on a physician's recommendation and prescription
4. To realize the importance of leading a wholesome, healthful, active life
5. To understand the meaning and dangers of self-medication and the risks one takes in the use of unknown materials

6. To understand the importance of participating in wholesome activities

7. To realize the potential danger of high pressure sale of drugs and other substances; to report any unusual activity in this area to people in authority

Content Outline	Suggested Activities	Teaching Aids
1. Importance of selecting wholesome activities, proper food and drink, and good associates in seeking personal, vocational, and family adjustment	Ask students to give examples of and ways to avoid self-medication Discuss importance of avoiding associating with individuals or groups whose behavior is questionable Help students plan a panel on importance of wise choice of friends	Note: Refer to the attached textbook list for additional information Pamphlets Teacher reference only: Could Your Child Become a Dope Addict? Edward R. Bloomquist, M. D. Treasury Department, Bureau of Narcotics
2. Personal risks of participating in questionable activities, taking food and drink of questionable nature, and associating with people whose behavior is questionable	Plan a panel on "why avoid risks" as stated	Facts About Narcotics. Vogel and Vogel, Science Research Associates, Inc. First Facts About Drugs. Federal Drug Administration, Publication No. 21. Superintendent of Documents, U.S. Government Printing Office. 15¢
3. Meaning of self-medication a. Dangers of exchanging prescriptions b. Refilling prescription without medical approval c. Dangers of diagnosing own or health problems of others	Listen to a tape recording on narcotics made by a medical authority	The Narcotic Addiction Problem. Charles Winick, Ph.D. American Social Health Association. 15¢ Narcotic Drug Addiction. Mental Health Monograph 2, Superintendent of Documents, U.S. Government Printing Office
4. Take pills or medicine only on advice of physician and parent. Do not accept drugs or medicines from friends or associates		

Content Outline	Suggested Activities	Teaching Aids
5. Avoid accepting food, drink, or pills from strangers	Discuss the risks of experimenting with unknown materials	<u>Tapes</u>
6. Avoid using drugs from medicine chest unless prescribed for person and they are up to date	Discuss location, contents, and use of medicine chest	Narcotics and Drug Addiction. Teaching Aids Medically Authenticated
7. Ignore peddlers of materials and high pressure sale of drugs on TV, radio, newspapers and magazines		Request materials and resource help from local or National Food and Drug Administration. Minneapolis Division located at 240 Hennepin Avenue
8. Report any evidence of suspicious practices to responsible authority	Discuss steps to take in reporting any suspicious characters or activities of peddling or use of drugs in your community	What Makes Teens Try Dope. Bureau of Narcotics. Treasury Department, 408 Federal Bldg., Minneapolis
9. Do not experiment with pills and/or drugs; most are habit forming and can lead to various health and social problems. Such experimentation is serious and dangerous	Discuss importance of holding to personal standards of behavior in group and individual activities	
10. Importance of saying "no" when offered pills, drugs, food, or drinks of unknown source		
11. Importance of directing one's frustrations and boredom into acceptable behavior such as work, recreation, and service	Discuss meaning and signs of maturity in individuals Ask each student to give his opinion of the following questions and discuss means of handling situations involving each problem:	

Content Outline	Suggested Activities	Teaching Aids
	Why do individuals take dares? Why do individuals resent being called "chicken"?	
12. Importance of facing one's problems directly and of learning when and to whom to go for help	Discuss meaning and signs of maturity in individuals Discuss sources of seeking professional help for personal and family problems Check on type of reading and plays students view. Work with them to select characters who have high standards of behavior	

TEACHING AIDS

PAMPHLETS AND ARTICLES

Teacher Reference Only

COULD YOUR CHILD BECOME A DOPE ADDICT? Edward R. Bloomquist, M. D. Treasury Department, Bureau of Narcotics, Washington, D. C.

FACTS ABOUT NARCOTICS. Vogel and Vogel, Science Research Associates, Inc.

FIRST FACTS ABOUT DRUGS. Federal Drug Administration. Publication No. 21, Superintendent of Documents, U. S. Government Printing Office, Washington, D. C.

THE NARCOTIC ADDICTION PROBLEM. Charles Winick, Ph. D. American Social Health Association. 15¢

NARCOTIC DRUG ADDICTION. Mental Health Monograph 2, Superintendent of Documents, U. S. Government Printing Office

TAPES

NARCOTIC AND DRUG ADDICTION. Teaching Aids Medically Authenticated

Request materials and resource help from the local or National Food and Drug Administration. Minneapolis Division located at 240 Hennepin Avenue, Minneapolis

WHAT MAKES TEENS TRY DOPE. Bureau of Narcotics, Treasury Department, 408 Federal Bldg. Minneapolis

SENIOR HIGH SCHOOL

UNIT 1

PERSONAL HEALTH AND APPEARANCE

Suggested Time Allotment
2-5 Periods

Introduction

High school students need to be encouraged to continue to strive for good personal health, both physical and mental. They must learn to place a value on personal health. For many this will be the last formal experience in education in health matters and habits. It would be well for the student to learn thoroughly the proper techniques with which to care for himself throughout his lifetime. How well he learns may be a factor in the length of that lifetime. He should be encouraged to develop proper attitudes and knowledge concerning health matters. Many of the topics listed in the content outline are included in the junior high course. They should be discussed again at the senior high level with emphasis on their effect on personal health and personal relations for a lifetime.

Objectives

1. Prepare for a life relatively free from major and minor illness through practice of good personal health habits
2. Develop an awareness of the importance of good grooming to personal health and appearance
3. Develop desirable attitudes toward grooming which will last for a lifetime
4. Impress upon the student the importance of balance in everyday living - exercise, rest, relaxation, and sleep
5. Develop desirable attitudes and knowledge toward medical examination

Content Outline	Suggested Activities	Teaching Aids
Grooming 1. Importance of good grooming a. At home, at school, with friends, at work b. In securing a job c. Psychological effect on person	Write a paragraph describing what good grooming involves and is List characteristics of a well-groomed person	Textbooks - refer to the attached list of textbooks and Curriculum Bulletin No. 24, A GUIDE FOR INSTRUCTION IN HEALTH AND SAFETY for additional information Books Fitness for the Modern Teen-ager. Janet Wessel, Ronald Press. 1963 Fitness for the Whole Family. ed. Paul Dudley White and Curtiss Mitchell. Doubleday, 1964 Pamphlets Health Education as Your Career. NEA. Free
2. How to achieve good grooming a. Good health habits b. Constant awareness c. Continued effort 1) Review important facts about care of hair 2) Review important facts about care of skin	Ask students to choose a person, in or out of class, and write down points on why he or she has good personal health and is well groomed	Toward a Clear Complexion. Audio Visual Associates Caring for Your Feet. H. C. Fahraes, Jr. , Public Affairs Pamphlet No. 345 Checkups: Safeguarding Your Health. Public Affairs Pamphlet No. 314 Careers in Health. Public Affairs Pamphlet No. 281 Water Fluoridation. Public Affairs Pamphlet No. 251
Posture 1. Importance of good posture a. Increased body efficiency b. Personal appearance c. Relationship to fatigue	Write a paragraph by beginning: "Good posture is important to good general health because ....."	
2. How to achieve good posture a. Review body structure and function 1) Bones 2) Muscles 3) Placement of body organs	Ask students to design exercises to improve various postural defects and try them out	

Content Outline	Suggested Activities	Teaching Aids
b. Constant awareness c. Continued effort to improve and maintain posture		Adult Fitness. President's Council on Physical Fitness. 50¢ As Others See Us. AAHPER. 25¢
Daily Schedule		
Stress the importance of balanced living. The body needs a carefully planned program of good living to insure good health	Discuss the role and function of the President's Physical Fitness Council in relation to the national fitness problem. What are the supporting agencies?	My Reflections. National Dairy Council, 1964. Free They Ask Why. National Dairy Council, 1964. Free
1. Exercise Importance of exercise to the body a. Increased circulation b. Increased body strength c. Increased body efficiency d. Release of emotional strain and tensions e. Exercise and delay of chronic diseases	Have students test vital lung capacity with spirometer Give cardio-vascular test -- step test. Check pulse rate before exercise, right after exercise, one minute after exercise, and so on, to check activity heart rate and recovery rate	
2. Importance of rest, relaxation, and sleep a. Removal of waste products 1) Lactic acid 2) Organic wastes 3) Carbon dioxide b. Building and repair of body parts 1) Youth while growing 2) Adult full grown 3) Use of food -- protein, vitamins, and minerals -- to repair and build		<u>Films</u> Admirals in the Making. National Dairy Council. Assn. Films, 1956. 13½ min b & w color free-loan The Time of Our Lives (importance of physical fitness) Modern Talking Picture Service

Content Outline	Suggested Activities	Teaching Aids
c. Rest for the nervous system 1) Minimal stimulus 2) Removal of wastes and repair of parts 3) Effects of over stimulation	Have students review structure and function of the nervous system and effect of stimulus on it	<u>Tapes</u> Teaching Aids Medically Authenticated: Physical Fitness Acne and Its Effects Personal Grooming Contributes to Health
Wise Use of Leisure Time		
1. Types of leisure time activities a. Hobbies - radio, TV, reading, music b. Sports activities	Draw up a list of activities which are leisure time activities. Indicate which of these have definite carry-over value for future years	
2. Importance of leisure time activities a. Release of emotional tension b. Outside interests for constructive use of leisure time c. Increase in amount of present day leisure time 1) Reason for this 2) Effect on society d. Increase of leisure time for future	Ask students to work out a plan whereby a person would budget his time for the important and necessary tasks of the day. Include time for meals, work, rest, relaxation, and sleep	

Content Outline	Suggested Activities	Teaching Aids
3. Periodic health examinations		
a. Importance of health examination b. Types of examinations c. Compare a good and poor medical examination d. Selecting a physician, dentist, or optician	Have students work out a health examination schedule, i.e., eye, dental, general physical examination for a person from age one year to age 21 to middle age and old age. How often - what types of exam	
1) Basis of choice 2) How to find 3) Continue to patronize or change	Ask students to prepare a short paper on points to follow in selecting a physician or dentist	

TEACHING AIDS

BOOKS

FITNESS FOR THE MODERN TEEN-AGER. Janet Wessel. Ronald, 1963

FITNESS FOR THE WHOLE FAMILY. ed. Paul Dudley White and Curtiss Mitchell. Doubleday, 1964

PAMPHLETS

HEALTH AS YOUR CAREER. NEA, Washington, D. C. Free

TOWARD A CLEAR COMPLEXION. Audio Visual Associates

CARING FOR YOUR FEET. H. C. Fahraes, Jr. Public Affairs Pamphlet No. 345

CHECKUPS: SAFEGUARDING YOUR HEALTH. Public Affairs Pamphlet No. 314

CAREERS IN HEALTH. Public Affairs Pamphlet No. 281

WATER FLUORIDATION. Public Affairs Pamphlet No. 251

ADULT FITNESS. President's Council on Physical Fitness. Washington, D. C. 50¢

AS OTHERS SEE US. AAHPER. 25¢

MY REFLECTIONS. National Dairy Council, 1964. Free

THEY ASK WHY. National Dairy Council, 1964. Free

FILMS

THE ADMIRALS IN THE MAKING. National Dairy Council. Assn. Films, 1956 13½ min b&w or color free-loan

TAPES

TEACHING AIDS MEDICALLY AUTHENTICATED:

PHYSICAL FITNESS
ACNE AND ITS EFFECTS
PERSONAL GROOMING CONTRIBUTES TO HEALTH

UNIT 2

FOOD AND NUTRITION

Suggested Time Allotment
6-9 Periods

Introduction

Nutrition is a science that changes and expands constantly with research findings. A primary aim is to help students attain a degree of independence in applying their learnings in nutrition and a functional knowledge based on experience. The individual must be convinced that his diet is a matter of personal responsibility and that it also has social impact. Eating habits must be learned and practiced. Food and nutrition is one area of health education needing continued emphasis. Proper diet and nutrition is essential if a pupil expects to attain his maximum physical and mental potential.

Objectives

1. To recognize that adequate nutrition is essential to good health and normal growth and nutritional needs change throughout life
2. To learn what constitutes an adequate diet, the characteristics, the functions, and sources of known nutrients
3. To learn the patterns of food selection, based on scientific nutrition guides, which will provide the essential nutrients
4. To develop good eating habits required for adequate nutrition and weight control and to help solve individual problems of faulty eating habits
5. To identify the valid sources of nutrition information
6. To know the foods and nutrients that are approved for enrichment, restoration, and fortification
7. To become aware of food fads and the approaches employed by food fadists
8. To understand the major nutrition problems confronting the world and the attempts being made to solve them

Content Outline	Suggested Activities	Teaching Aids
Good nutrition has definite functions in relation to physical, mental, and emotional status, and it aids in personal appearance. This concept is built upon the knowledge of the nutrients and their function within the body	Review the junior high school content Administer a pretest to determine background of the pupils Determine food practices of pupils by having them record a day's diet. Use the National Research Council Dietary Recommendations as a basis for evaluating the diet Discuss what determines the quantity of nutrients needed by an individual	Note: Refer to the attached textbook list and Curriculum Bulletin No. 24, A GUIDE FOR INSTRUCTION IN HEALTH AND SAFETY, for additional information
A balanced diet depends largely on the selection of foods which provide essential nutrients in adequate amounts each day 1. Food selection is a factor an individual can control during most of his life 2. Many combinations of foods or patterns of eating result in a good diet 3. Vitamin supplements are unnecessary for individuals with balanced diets 4. Different foods in the same group supply same nutrients	Discuss the relationship of the four basic food groups to each other Discuss the factors which have an effect on the changing nutritive needs of an individual Discuss the effect that snack eating has on diet Ask students to analyze one school cafeteria menu and determine what nutrients are supplied Discuss the nutritive value of different cuts of meat Have a chemistry teacher demonstrate the action of saliva or study the action of gastric juice on milk, the action of the pancreatic juice on starch, fats, and proteins	

Content Outline	Suggested Activities	Teaching Aids
5. Sources of substances foods provide		
Good eating habits and good attitudes toward food are needed for good nutrition. Factors influencing eating habits:	Have the pupils keep a record of a day's diet and determine what factors had the greatest influence Discuss reasons for some people's eating habits	
1. Emotions		
2. Cultural		
3. Family		
4. Economic		
5. Religious		
6. Education		
7. Physical activity		
The effect that eating out and vending machines have upon diet	Ask students to list food eaten at lunch and evaluate for content	
Weight control may be achieved through proper adjustment of food intake and body needs	Discuss the effect of eating habits on weight control	
1. Weight affected by food intake, basal metabolism, and physical activity	Discuss the effect of overweight on physical and mental health Ask students to list possible dangers involved in going on a diet to gain or lose weight without first checking with a physician	

Content Outline	Suggested Activities	Teaching Aids
2. Energy requirements must be lowered during adulthood	Solicit the aid of the medical professions to stress the importance of proper medical examinations to determine causes of overeight or underweight	
3. Creeping overweight		
4. Proper procedures for controlling weight		
5. In the United States obesity and arteriosclerosis are current nutrition problems		
Discriminate between fact and fallacy in reading popular magazines and advertising	Discuss sources of common food fads and fallacies and know why they are considered fallacies:	
1. Classification of fads a. Misconceptions regarding the efforts of food processing and cooking b. Theories of soil depletion and so-called organic gardening c. Exaggeration of the extent and importance of "subchemical" deficiencies	a. No breakfast fad b. Raw food fad c. Organic food fad d. Taking vitamins e. Misleading information about some enriched and fortified foods f. Weight reduction fads	
	Ask students to write a column for the local paper on nutrition or food fads	
2. Food faddists capitalize on hopes or fears of people and have profit as a motive	Ask students to evaluate special reducing fad diets from newspapers and magazines. Compare them with the four basic food groups and calories charts	
3. Sources of valid nutrition information, such as American Dietetic Ass'n., Dept. of Agriculture, Children's Bureau, Dept. of Health, Education, and Welfare, State Health Dept., and State Agricultural Service		

Content Outline	Suggested Activities	Teaching Aids
4. Food fads are not a substitute for proper diet a. Magic pills b. Vitamin tablets c. Mineral supplements d. Special health foods e. Crash diets f. Skipped breakfasts	Discuss the diets some high school wrestlers follow in achieving a certain weight class. What dangers are involved?	
Other health problems that may result from an inadequate diet		
1. Dental cavities and poor oral conditions		
2. Lack of physical fitness		
Good nutrition may be secured for low income families through wise and economical food budgeting and buying		
1. Wise, economical buying involves consideration of unit cost, amount of waste, nutrients supplied by food, time, energy and expense preparing them	Discuss difficulties low income groups encounter in securing an adequate diet	
2. Low cost diets are composed of more cereal foods and legumes, inexpensive forms of milk, and cheaper fruits and vegetables	Discuss the cost of food in relation to nutritional value, and relative costs of food which contain comparable nutrients Compare diet patterns with people of varying incomes	
3. Some groups in the United States do not have an adequate diet		

Content Outline	Suggested Activities	Teaching Aids
Many countries do not have enough food and lack many nutrients in their diets 1. Protein deficiency and other deficiency diseases are prevalent in underdeveloped countries 2. Many social and economic factors retard progress in solving the world nutrition problems	Study the diets of other countries of low income, for example, India, Latin America, or Africa, and also the relationship of nutrition to world political and economic problems	

TEACHING AIDS

BOOKS

GOALS FOR NUTRITION EDUCATION IN ELEMENTARY AND SECONDARY SCHOOLS. Dept. of Nutrition, Harvard School of Public Health, Nutrition Foundation, Inc.

ROBERT'S NUTRITION WORK WITH CHILDREN. U. of Chicago Press, 1954

SELECTED ANNOTATED BIBLIOGRAPHY, NUTRITION EDUCATION, SENIOR HIGH SCHOOL. Minnesota Health Department, University of Minnesota Campus, Minneapolis, 1964

TEACHING NUTRITION. E. Eppright, M. Patterson, and H. Barbour. Iowa State U. Press. 1963 (nutrition content, activities and techniques)

NUTRITION IN ACTION. Ethel Martin. Holt, 1963. NUTRITION EDUCATION IN ACTION. (a guide for teachers)

THE YEARBOOK OF AGRICULTURE. U. S. Government Printing Office, Washington, D. C., 1959

THE NUTS AMONG THE BERRIES. Ronald Deutsch. Ballantine, 1961. 50¢ (about quacks)

PAMPHLETS

THE BIG STRETCH. Metropolitan Life Insurance Company, New York, 1962 (for teachers) Free

BREAKFAST SOURCE BOOK. Cereal Institute, Chicago. 1963 Free

FOOD FACTS TALK BACK. American Dietetic Ass'n. 1959 (deals with food fallacies) Free

FACTS ABOUT NUTRITION. Minnesota Health Department, University of Minnesota Campus, Minneapolis

CHOOSE YOUR CALORIES BY THE COMPANY THEY KEEP. National Dairy Council

COMPARISON CARDS FOR TEEN-AGERS. National Dairy Council

A COMPLETE SUMMARY OF THE IOWA BREAKFAST STUDIES. Cereal Institute Inc., 1963 Free

CONSIDER THE THIN AMERICAN. Health Education Service. American Medical Association, November, 1963

EXERCISE AND DIET. The Physical Educator. Phi Epsilon Kappa Fraternity, May, 1964

FAMILY FEEDING FOR FITNESS AND FUN. National Dairy Council, 1960 Free

FIT, FAT, FAD. Sun Life Assurance Co., Montreal, 1962 Free

FOOD MODELS (in full color). National Dairy Council. Free

FOOD SENSE, NOT NONSENSE. American Institute of Baking

A GIRL AND HER FIGURE. National Dairy Council, 1963 Free

HOW YOUR BODY USES FOOD. National Dairy Council 1962

MAINTAINING DESIRABLE WEIGHT, A LIFELONG PROBLEM FOR MARY. Health Education Service, American Medical Ass'n.

1963 RECOMMENDED DAILY DIETARY ALLOWANCES. National Dairy Council

OVERWEIGHT AND UNDERWEIGHT. Metropolitan Life Insurance Co. Free

PRINCIPLES OF GOOD NUTRITION. U. S. Public Health Service

PROCEEDINGS OF NUTRITION. Education Conference, U. S. Department of Agriculture, 1962. Miscellaneous Publication No. 913. 45¢

SEARCH AND RESEARCH. National Dairy Council. Free

VENTURES, VOYAGES, VITAMINS. National Dairy Council. Free

AN ADEQUATE BREAKFAST IS A MUST IN A REDUCING DIET. Cereal Institute, Inc. Free

NUTRITION HANDBOOK FOR FAMILY FOOD COUNSELING. National Dairy Council. Free

CALCIUM IN NUTRITION. National Dairy Council. Free

YOUR AGE AND YOUR DIET. AMA. 1964. 10¢

VITAMIN SUPPLEMENTS AND THEIR CORRECT USE. AMA. 1964. 10¢

THE WONDER OF YOU AND FOOD AND YOU. National Dairy Council. Free

OVERWEIGHT - A PROBLEM FOR MILLIONS. Public Affairs Pamphlet No. 364. 25¢

FILMS

BEAUTY HABITS (FOR GIRLS). State Department of Education

BETTER BREAKFASTS U.S.A. Cereal Institute, Inc.

THE TIME OF YOUR LIFE. Elliott Film Company

TAPES

HEALTH AS YOU GROW. Teaching Aids Medically Authenticated

UNIT 3

FAMILY LIFE

Suggested Time Allotment
10-12 Periods

Introduction

The number of early marriages points up a real need for a Family Life Unit. As boys and girls near their late teens, they usually begin to think about romance and marriage. There is a need to understand the various factors to consider in selecting a mate, the responsibilities which accompany setting up and running a home, and the privileges as well as responsibilities of parenthood. A happy marriage takes careful planning and preparation for a life together.

Objectives

To understand:

1. The role and function of the family and each of its members
2. That increased responsibilities accompany physical maturity and that behavior can have very important long range implications as one approaches adulthood
3. The transition from dating to courtship, engagement, and marriage
4. The values of wholesome boy-girl relationships
5. Growth changes in the process of maturation
6. The importance and responsibilities in choosing a mate
7. Normal expectations of the fulfillment of life in marriage and parenthood, problems of adjustment for newly married couples
8. The importance of participating in wholesome leisure-time activities
9. The responsibility for becoming an intelligent consumer in the home and family in terms of health services, insurance, and health personnel

Content Outline	Suggested Activities	Teaching Aids
	Pretest the major knowledges to be covered in the unit	
1. Changes in social and economic life have brought about changes in the role of the family members and attitudes toward family life	Have class members write out three problems they would like to have discussed during this unit. Use these problems as a partial basis for class discussion or group work	
Each member of the family has a responsibility to the family unit	Have students discuss the differences in characteristics of the authoritarian and democratic family	
	Ask students to compare the roles of the husband and wife in early times with that of the modern marriage	
	List the responsibilities of the various members of the family	
2. Laws relating to marriage	Examine these laws and discuss	
3. A happy marriage is dependent to a great extent upon the compatibility of the two partners	Buzz session. Topic: "The Qualities I Would Like to Have in the Man (Woman) I Marry"	
It is important to know many people of the opposite sex so one can choose a suitable marriage partner	Discuss ways of obtaining dates	

Content Outline	Suggested Activities	Teaching Aids
4. Physical attractiveness and other personal qualities are important in a mate, but there are other factors to consider for a happy marriage	Panel discussion. Topic: "What are the problems which might arise in marriage when there are differences in age, nationality, socio-economic background, religion, education, interests, values?"	
	Buzz session. Topics: "Why is health an important factor to consider in choosing a mate?" "Why should one have a pre-marital examination?"	
The hereditary background of the prospective husband and wife should be considered in relation to each other	Have students list the dominant and recessive traits in their family	
	Discuss traits which might adversely affect the children	
	Show the film, Human Heredity	
5. When boys and girls in their late teens "go steady," they may begin choosing a marriage partner. Many times a strong physical attraction is mistaken for real love	Read SO YOU THINK ITS LOVE and discuss the difference between love and infatuation	
A married couple must be ready to assume the responsibilities of family life	Show the movie: EARLY MARRIAGE OR WORTH WAITING FOR. Have each one list three points learned from the film	
6. When people "go steady," "heavy petting" may take place	Discuss the responsibilities of the boy and girl for keeping away from situations which bring about sexual involvement	

Content Outline	Suggested Activities	Teaching Aids
7. Illegitimacy is a problem in today's society	Discuss the psychological and emotional effects of bearing a child out of wedlock	
8. One aspect of real love is mutual respect for each other	Discuss the importance of keeping one's values and ideals	
9. "Steady dating" is often the forerunner of the engagement of the couple. The engagement period gives the couple time to plan for marriage and discuss problems which might affect their life together	Buzz session. Topics: "What problems should an engaged couple discuss relative to a happy marriage?" "What plans for the wedding should be decided upon?"	
10. Some conflict in married life is normal. Marriage is a partnership and each must learn to adjust to the other	Discuss the types of problems over which conflicts might arise and suggest possible ways of avoiding some of them	
11. The creation of a new life is one of the gifts of nature and brings with it added responsibilities for providing a good home and family life. Babies need the love and protection of both parents	Buzz session. Topic: "What are some of the responsibilities of parents?"	
12. As a child matures, he will ask questions about sex, It is the parents' responsibility to help him develop a positive, wholesome attitude toward sex	Discuss the types of knowledge children should be given at various ages regarding sex	

Content Outline	Suggested Activities	Teaching Aids
13. Family life can be a happy life or it can be one of constant strife	Ask students to write a paper describing the type of family life they would like to have for their son and daughter	
14. As a part of the responsibilities of managing a home, you will need to become an intelligent consumer in the purchase of products, selection of dentist, physician, buying of health, accident and other insurance protection, and many other things	List the criteria which will aid in evaluating advertising claims. Bring "ads" to class and evaluate in terms of the criteria Watch television advertisements and discuss the claims made Have an insurance man talk to the class on health and accident plans	
15. Learn source of help on individual matters concerning items in this unit		
16. Health insurance, health services and personnel	Investigate health insurance plans	
17. Survey the effectiveness of the unit	Final unit test	

NOTE: Students who need special help should be referred to guidance personnel, parents, physician, or clergy

SUGGESTIONS FOR DEALING WITH SUBJECTS WHICH ARE BEYOND THE SCOPE OF THE COURSE AND THE RESPONSIBILITY OF THE SCHOOL

A. Birth Control - This subject should not be discussed in a high school health class for the following reasons:

1. Religious and medical opinions concerning the use of contraceptives differ

2. Birth control information is best given on an individual basis as part of pre-marital or marital consultation. A parent, personal religious adviser, and personal physician should be the only sources of such information. The schools should emphasize the importance to society of stable, mature marriages; the fact that the sex relationship is only part of a satisfactory marriage; and the physical and emotional harm that results from sexual experimentation outside of marriage.

B. Questions about abnormal behavior such as homosexuality, masturbation, sex perversion and the like

These are not subjects for class discussion. It should be enough to state that these are complex, abnormal conditions requiring medical and psychological diagnosis and treatment. They cannot be dealt with in the ordinary student-teacher relationship in class. A teacher should be alert to apparent over-concern on the part of any individual student, with possible follow-up conference with the nurse, visiting teacher, or special service teacher. Discussion may be indicated in regard to avoiding situations such as being alone on dark streets, accepting pick-ups, and the importance of reporting to parents any attempts of strangers to become familiar, or unusual conduct from non-strangers. Other subjects not suitable for class discussions are abortions, prostitution, and the like.

C. Suggestions for dealing with questions concerning venereal diseases

Since venereal diseases are included in the study of contagious diseases in the science courses, it is suggested that they be discussed only as questions arise. Such discussions might include: 1) definitions 2) mode of transmission with the emphasis on the fact that they are practically always transmitted through sexual contact, and that irresponsible behavior in early boy-girl relationships may endanger the future marriage partner and children 3) the family doctor should be the source of information and consultation 4) these are serious, contagious diseases and can only be cured by prompt, prolonged medical treatment.

Overconcern on the part of an individual student might indicate the need for consultation with the nurse, visiting teacher, or special service teacher.

TEACHING AIDS

BOOKS

MARRIAGE FOR MODERNS. 4th ed. Henry A. Bowman. McGraw, 1960

FAMILY LIFE EDUCATION RESOURCE GUIDE. American Social Hygiene Association

WHAT TO TELL YOUR CHILDREN ABOUT SEX. Child Study Association of America. Pocket Book 35¢

PAMPHLETS AND ARTICLES

SO YOU THINK ITS LOVE. Ralph Eckert. Public Affairs Pamphlet No. 161, Public Affairs Committee, Inc. 25¢

HUMAN REPRODUCTION. Mimeographed Guide, State Department of Education

LEARNING ABOUT LOVE. M. Lerrigo and H. Southard. American Medical Association. 50¢

PARENTS PRIVILEGE. M. Lerrigo and H. Southard, American Medical Association. 50¢

SEX EDUCATION, JOURNAL OF HEALTH, PHYSICAL EDUCATION AND RECREATION. Helen Manley

FAMILY TODAY. Department of Home Economics, NEA

WORKING MOTHER. Metropolitan Life Insurance Co. Free

TODAY'S HEALTH. A special issue on Family Life Education, April, 1964. AMA $4 per year

APPROACHING ADULTHOOD. M. Lerrigo and H. Southard, American Medical Association. 50¢

FACTS AREN'T ENOUGH. American Medical Association. 50¢

A MAN TO MARRY. Today's Health. April, 1965

FILMS AND FILMSTRIPS

EARLY MARRIAGE. Minnesota State Health Department, University of Minnesota, 1961. 26 min sd color

HUMAN REPRODUCTION. Minnesota State Health Department, University of Minnesota. 20 min

HUMAN HEREDITY. Minnesota State Health Department, University of Minnesota. 18 min. 1956 sd color

FROM GENERATION TO GENERATION. Minnesota State Health Department. 30 min

WORTH WAITING FOR. Minnesota State Health Department. 28 min

TAPES

PREPARATION FOR MARRIAGE, PHYSICAL ASPECTS; PREPARATION FOR MARRIAGE; MENSTRUATION FACTS MEN NEED TO UNDERSTAND; BECOMING A MAN; BOYHOOD TO ADOLESCENCE; All from Teaching Aids Medically Authenticated

UNIT 4

MENTAL HEALTH

Suggested Time Allotment
12-14 Periods

Introduction

Mental health is a normal state of well-being, a positive but relative quality of life. It is characteristic of the average person who meets the demands of life on the basis of his own capacities and limitations.

Mental health cannot be separated from physical health. To be sure, it has to do with the procedures of the mind and body. What affects the mind affects the body and what affects the body affects the mind. An individual requires, for personal happiness and success, a sound mind in a healthy body.

Objectives

1. To develop an awareness of mental growth and physical growth
2. To understand the characteristics of good mental health and to evaluate one's present mental health status
3. To improve one's mental health through the practice of better habits of daily living
4. To understand the responsibilities of the various members of the family
5. To become an effective member of one's family
6. To improve one's interpersonal and social relationships through attitudes and practices consistent with good mental health
7. To realize the importance of facing problems and obtaining professional help if necessary
8. To realize that each one can help himself

Content Outline	Suggested Activities	Teaching Aids
1. The characteristics of a mature personality - the ability to forego present pleasures for future, more lasting results	Arrange a talk by a professional person -- psychiatrist	
2. How may I help myself develop and maintain a healthy personality?	Have the students write a paper on the subject: "The person I would most like to be and why"	
	Discuss the effect of environment and socio-economic factors upon personality	
	Discuss hobbies and their effect upon personality	
	Discuss the role of character in personality	
	Discuss the difference between heredity and environment	
	Discuss the part heredity and environment play in personality development	
	Have the students make out their own personality profile	
	Have the students hand in their profile without their names and arrange a check list for all the students. Discuss the list with the students and try to decide if there is anything they can do immediately to improve personality	
	Relate the following list of attributes to personality:	

Content Outline	Suggested Activities	Teaching Aids
	Goal in Life / Immediate goal / Confidence / Concept of human interest in other people Self-reliance / Adaptability / Stability / Orderliness / Courage / Self-discipline	
	Have the students analyze their own attitudes of generosity, agreeableness, cheerfulness, understanding, dependability, and other traits they feel are important	
	Discuss the best methods of developing personality traits that are lacking	
3. The values of people in the community	Have pupils interview leading citizens of the community so they understand what leadership in a democracy requires	
	Discuss the types of people that others look to for leadership	
	Discuss the role of parents in regard to life in the community; what obligations do parents have to their children to make the community a better place in which to live	
	Student committees may invite interested citizens such as members of service clubs, physicians, dentists, lawyers, social workers and city officials to meet with the class and discuss community needs and responsibilities	
	Discuss the value of parents and many adults keeping an active interest in civic affairs	

Content Outline	Suggested Activities	Teaching Aids
4. The role of stress in human behavior	Report on specific situation in which emotional stress led to an automobile accident	
5. The need to learn to live with normal stress and daily disappointments	Discuss positive ways in which stress can be met: a. Vigorous physical activity b. Vacation, using nature's tranquilizers - forests, lakes, mountains c. Change of activity Discuss some common ways in which some people react to stress: a. Misuse of an automobile b. Overeating and compulsive smoking c. Putting things off	
6. Motivation affects accomplishment and raises the level of frustration	Discuss causes of high school dropouts and what can be done to bring them back to school	
7. The value of counseling and knowing that seeking help is not a sign of weakness or inadequacy	Have a counselor talk to the class	
8. How to develop more effective relationships with others	Discuss the value of getting along with family, friends, and teachers Have the students list emotional problems that might occur and how these problems may be worked out with help	

Content Outline	Suggested Activities	Teaching Aids
	Discuss the qualities that make for success on a job	
9. Some people are more comfortable with a few close friends, while other people seem to need many people about them	Show the film: "Developing Friendship" and discuss Discuss the factors that determine individual differences in personality Consider the fact that some people have less need for people than others	
10. All behavior is meaningful and purposeful	Have a panel on "Why do we conform to standards" or "Why is it important to follow social and moral standards" established by family, self, and society Discuss the question, "Is it always a must to follow social standards" Discuss desirable ways for meeting emotional needs in a wholesome or beneficial rather than detrimental or destructive manner such as "chicken" with a car a. The need for competition in sports b. The need for a desirable challenge Discuss self-respect and self-reverence as foundation for behavior	

Content Outline	Suggested Activities	Teaching Aids
	Discuss the effect of tolerance, understanding, temperance, disposition, normal mental health response to humor and maturity to behavior	
11. Factors having a positive affect upon personality and mental health. The signs that indicate that one is well adjusted	Obtain copies of the pamphlet "Mental Health of Normal Adolescents" Show the film, "Emotional Health" Discuss the positive factors in emotional health: Self confidence — Discuss the Self respect — meaning of Self control — each	
12. What are the implications of applied mental health?	Ask students to discuss the persons who have most influenced their lives Discuss people who have high levels of mental health Have the students write a paper on the subject, "The kind of adult I want to be" Discuss the topic, "Having a feeling for another's successes, problems, or adjustments"	
13. Ways to develop a sense of personal worth by taking responsibility, making decisions, persisting in spite of difficulties and accepting disappointments		

Content Outline	Suggested Activities	Teaching Aids
14. Behavior is caused by many different factors and a mature person learns to control his own behavior	Discuss factors influencing behavior and the importance of self-control	
15. Emotional maturity does not just happen; it must be achieved	Discuss how emotions influence behavior: -- emotions that help -- emotions that cause trouble	
16. Most people do not always exhibit the characteristics of good mental health that are socially acceptable		
17. Mental illness and the modern approach to treatment and rehabilitation of mentally ill	Study how the mentally ill and mentally retarded are cared for in the home, the hospital, and state institutions. If appropriate, have a controlled visit to a state institution Have a speaker discuss the modern approach to treatment and rehabilitation of the mentally ill Contact the Mental Health Association regarding its purposes, its organization, and a possible speaker	
18. Modern concepts of mental retardation	Invite a social worker to speak to the class	
19. When a student accepts the fact that he matters very much to someone, there is help and guidance for him, he has a set of values by which he lives, and there are limits to which he is permitted to go	Have each pupil in writing justify one of the values he holds	

TEACHING AIDS

PAMPHLETS AND ARTICLES

THE ADOLESCENT IN YOUR FAMILY. Children's Bureau Publication No. 347, U. S. Department of Health, Education, and Welfare. 25¢

BASIC FACTS ABOUT MENTAL ILLNESS. National Association for Mental Health. Free

EMOTIONS AND PHYSICAL HEALTH. Metropolitan Life Insurance Company. Free

ENJOYING LEISURE TIME. William Menninger, Science Research Associates, Inc. 25¢

EXPLORING YOUR PERSONALITY. Science Research Associates. 25¢

HOW TO SOLVE YOUR PROBLEMS. Seashore and Van Dirsen. Science Research Center, Inc. 25¢

MENTAL HEALTH IS A FAMILY AFFAIR. Dallas, Pratt and Jack Weber, Public Affairs Pamphlet No. 155. 25¢

MENTAL HEALTH OF NORMAL ADOLESCENTS. Mental Health Association of Oregon

MINNESOTA MENTAL HEALTH PROGRAM. State Department of Public Welfare. Free

THE MIND IN SICKNESS AND IN HEALTH. John Hancock Mutual Life Insurance Co.

MY REFLECTIONS. National Dairy Council, Chicago, 1964. Free

STRESS AND WHAT IT MEANS TO YOU. Metropolitan Life Insurance Company. Free

THERE IS SOMETHING YOU CAN DO ABOUT MENTAL HEALTH. William C. Menninger, M. D. National Association for Mental Health

THEY ASK WHY? Barbara Evers, National Dairy Council. 1963. Free

TOWARD MENTAL HEALTH. George Thorman, Public Affairs Pamphlet No. 120. 25¢

THE VALUE OF MATURITY. Health Bulletin for Teachers, Vol. XXII, No. 5. Metropolitan Life Insurance Company, 1951

GROWING UP SOCIALLY. Science Research Associates. 25¢

YOUR PERSONALITY AND YOUR JOB. Science Research Associates. 25¢

FILMS

DEVELOPING FRIENDSHIPS. Coronet Films. 10 min

EMOTIONAL HEALTH. Text Film Department. McGraw. 20 min

GETTING ALONG WITH PARENTS. EBF 1954 14 min sd b&w color

MR. FINLEY'S FEELINGS. Metropolitan Life Insurance Company 1957 10 min sd b&w or color

TAPES

MENTAL HEALTH AND PHYSICAL DISABILITIES CAN BE ASSETS. Teaching Aids Medically Authenticated

UNIT 5

PREVENTION AND CONTROL OF COMMUNICABLE AND CHRONIC DISEASES

Suggested Time Allotment
6-8 Periods

Introduction

At the senior high level, students should be developing an awareness of community health problems which have an effect upon the family and population groups. Therefore, units in disease prevention and control in senior high school should emphasize the community and public health aspects of disease problems. The teacher should divide this broad area into specific teaching units which cover problems of community concern.

Objectives

1. To understand that there are certain disease problems that require a coordinated community and public health effort for prevention and control

2. To help pupils become acquainted with and assist in organized efforts of the school and other community agencies in preventing disease, prolonging life, and promoting physical and mental efficiency

3. To become aware of the diseases that are problems to the populace at state and national levels

4. To discover ways that communities attack disease problems through public health efforts

5. To understand the effects of communicable and chronic diseases upon the adult population

Content Outline	Suggested Activities	Teaching Aids
<u>Acute Communicable Diseases</u>	To discover student needs and interests, prepare and administer pretests, attitude checklists, and utilize buzz sessions, interest checklists, and individual written questions of students	Note: For further information refer to the attached textbook list and A GUIDE FOR INSTRUCTION IN HEALTH AND SAFETY, Curriculum Bulletin No. 24, Department of Education
1. Every individual should recognize the general signs and symptoms of the common childhood diseases and understand their causes, effects, and control measures	Divide this broad health area into specific teaching units such as community immunization programs, respiratory diseases, gastro-intestinal diseases, venereal diseases, problems of heart disease, the impact of chronic diseases, the aging population, and others meeting students' needs and interests	
2. Immunizations are important preventive measures for the common disease scourges of the past: smallpox, diphtheria, polio, and tetanus are to be controlled within populations		
3. Every individual should understand the mass effects of immunization procedures upon a population, how such immunization can be carried out in a community, and why they are necessary	Ask students to determine and discuss the means by which people in the local community keep immunization levels current. Look for strengths and weaknesses in these measures As a class project, plan a proposed community immunization program - how to go about it, resources used, where such programs would be held, personnel involved, and how to get people to come to such a program	

Content Outline	Suggested Activities	Teaching Aids
4. Disease protection by immunizations, as well as any other preventive measures, is very essential today as acute communicable diseases may be spread throughout the world very quickly with modern means of transportation	Discuss with county public health nurse or school nurse, school and community immunization programs, needs, how programs are developed, who takes part, and what these programs involve. Interviews in which individual or committee report techniques may be used	
5. Every person should understand the mass effects today and in the past of illness and disability of the acute communicable diseases upon the population, including a. Respiratory diseases b. Gastro-intestinal diseases c. Food poisonings d. Animal-to-man diseases e. Industrial or occupational diseases		
6. There should be an understanding of what causes a communicable disease to become a public health problem, and which ones rank as major problems today	Discuss mass immunization campaigns. Will people return or be motivated to keep immunizations current following such campaigns? How can people be motivated to periodically be immunized? What are the advantages and disadvantages of relying on people using their family physician for immunizations? What are the advantages and disadvantages of community programs? Some of these questions might be used in debate or panel discussions	

Content Outline	Suggested Activities	Teaching Aids
7. Every individual should understand how the chain of infection applies to various types of diseases, such as respiratory, gastro-intestinal, food poisoning, and industrial or occupatioal diseases, and how preventive and control measures can be applied by the community or public health agency	Review certain information covered in this area during junior high school, particularly the chain of infection and prevention and control measures	
8. Knowledge and understanding about the need for prompt medical care, preventive services, and other medical services available in the community are necessary	Order and collect resource and teaching materials some time before each unit is begun. This can be a committee project	
9. Every person needs to recognize and accept group and individual responsibilities for preventing and controlling any communicable disease	Health officers and public health nurses may be used as local resource people to discover the impact and problems of communicable and chronic diseases on the population. They may be used as speakers, in interview techniques, and as sources of information	
<u>Chronic Diseases</u>	Unit study can be carried out for certain chronic diseases such as tuberculosis, venereal diseases, cancer, heart disease, and rheumatic fever. Particular attention should be paid to cause, prevention and control, social, economic, cultural, and historical impact on a population	

Content Outline	Suggested Activities	Teaching Aids
1. The impact of certain chronic communicable diseases upon populations has been great in the past and at the present time. Everyone should know and understand the causes, chain of infection, prevention and control measures, and the social, economic, cultural, and historic impact of these diseases upon the individual and the community. Of specific importance are: a. Venereal diseases b. Tuberculosis c. Rheumatic fever and streptococcal sore throat	Discuss the social and economic importance of chronic diseases	For more specific suggestions for teaching about tuberculosis and cancer, see the units from the tuberculosis association and cancer society listed under Teaching Aids at the end of this section
2. The major causes of death in highly developed countries such as the United States are from the chronic non-communicable and degenerative diseases, particularly heart and cardiovascular diseases including stroke and various forms of cancer	Review and compare the ten leading causes of death today. Compare the impact of the chronic diseases to those of the acute communicable diseases. Ask students to discuss reasons for the high prevalence of chronic diseases and their impact on the health of the people	
3. Everyone should know the common signs and symptoms of the chronic non-communicable diseases, as well as have a thorough understanding of the causes, effects, prevalence, and the social and economic impact on the population	A project can be assigned for the study of health care facilities of the local community with an attempt to discover needs for medical care, preventive services, and other medical services as they relate to acute communicable and chronic diseases. This might be a separate unit, including	

Content Outline	Suggested Activities	Teaching Aids
	social and economic impacts of various diseases, impact on the aged population and services for this group, the chronically ill, aged person in the family and community, environmental factors, and other problems that may result from class interest. Community resources should be used when gathering information	
4. The population in the country and the state has an increasing proportion of aged people upon which the chronic and degenerative diseases have great effect. This requires increased care and treatment facilities such as hospitals and nursing homes, out-patient services, social services, and rehabilitative care services. These factors have tremendous impact upon the family and community in providing necessary services for the aged and those disabled by chronic disease		
5. There is need for knowing and understanding that there are certain factors in the environment which are directly or indirectly related to the increased prevalence of chronic diseases. Some of these are:		

Content Outline	Suggested Activities	Teaching Aids
a. Air pollution b. Population factors such as age, sex, socio-economic levels, genetics, and heredity, and ethnic background c. Occupational hazards d. Obesity and nutritional factors e. Smoking f. Reduction of mortality from acute communicable diseases g. Reduction of infant mortality		
6. Regular medical examinations and proper use of medical facilities can be important preventive measures against death and disability from chronic diseases	Discuss the causes of ulcers and how they can be prevented	
7. Prompt medical help should be sought when danger signals of chronic disease appear		
8. Self-diagnosis, self-medication, and reliance on quacks, and fakes are extremely dangerous when a chronic disease is involved	A unit might be developed by the students on the modern day medicine man, those quacks and fakes who prey upon those with chronic diseases. Particular attention should be paid to their methods and approaches, the results in human suffering, the cost, and why people go to one Administer pretests again following each unit to attempt to determine any changes in knowledge of the class	

TEACHING AIDS

BOOKS

DESIGN FOR HEALTH: THE TEACHER, THE SCHOOL, AND THE COMMUNITY. John J. Hanlon and Elizabeth McHose. Lea and Febiger, 1963

ELEVEN BLUE MEN. Berton Roueche. Little, 1954. pa. 50¢ Berkley

RATS, LICE AND HISTORY. Hans Zinsser. Bantam, 1935 pa. 50¢

PAMPHLETS AND ARTICLES

ASTHMA, THE FACTS. Minnesota TB and Health Ass'n. Free

YOUR HEART. Metropolitan Life Insurance Co.

SCIENCE'S WAR AGAINST HEART DISEASE. Birk and Co., Inc. 20¢

HIGH BLOOD PRESSURE. Heart Information Center, National Heart Institute, Bethesda, Maryland 20¢

CANCER OF THE STOMACH. U. S. Department of Health, Education, and Welfare

TUBERCULOSIS: A RESOURCE UNIT FOR JUNIOR AND SENIOR HIGH SCHOOL. Tuberculosis and Health Ass'n. of Hennepin County. Free

CANCER, A TEACHING UNIT, SENIOR HIGH SCHOOL TEACHER. American Cancer Society, Minnesota Division. Free

TEACHING ABOUT CANCER. American Cancer Society, Minnesota Division. Free

VENEREAL DISEASE: OLD PLAGUE - NEW CHALLENGE. LeRoy Richman, Public Affairs Pamphlet No. 292 25¢

VENEREAL DISEAZE: A TEACHING UNIT FOR SENIOR HIGH SCHOOL TEACHERS. Minnesota Department of Health. Free

RIGHT FROM THE START - THE IMPORTANCE OF EARLY IMMUNIZATION. Judy Graves. Public Affairs Pamphlet No. 350 25¢

LEUKEMIA: KEY TO THE CANCER PUZZLE? Pat McGrady. Public Affairs Pamphlet No. 340 25¢

EMPHYSEMA - WHEN THE BREATH OF LIFE FALTERS. Jules Saltman. Public Affairs Pamphlet No. 326 25¢

SCIENCE AGAINST CANCER. Pat McGrady. Public Affairs Pamphlet No. 324 25¢

DIABETES UNKNOWN. Groff Conklin. Public Affairs Pamphlet No. 312 25¢

THE ARTHRITIS HOAX. Public Affairs Pamphlet No. 297 25¢

CELL EXAMINATION - NEW HOPE IN CANCER. Charles Cameron. Public Affairs Pamphlet No. 252 25¢

RHEUMATIC FEVER. Marjorie Taubenhaus. Public Affairs Pamphlet No. 126A 25¢

THE FACTS ABOUT CANCER. (C-4) Minnesota Department of Health. Free

PROTECTION AGAINST COMMUNICABLE DISEASES. (C-5) Minnesota Department of Health. Free

DEFENSE AGAINST DISEASE - IMMUNIZATION. (C-21) Minnesota Department of Health. Free

TABLE OF IMMUNIZATION. (C-22) Minnesota Department of Health. Free

THE CHILD WITH RHEUMATIC FEVER. (Y-6) Minnesota Department of Health. Free

CANCER CAUSE AND PREVENTION. U. S. Department of Health, Education, and Welfare. 10¢

THE FACTS ABOUT CANCER. Public Affairs Pamphlet No. 38A 25¢

CHRONIC BRONCHITIS, THE FACTS. Minnesota TB and Health Ass'n. Free

INTRODUCTION TO RESPIRATORY DISEASES. Minnesota TB and Health Ass'n. Free

FILMS

The Minnesota Department of Health:

FROM ONE CELL. (cancer) 10 min

LIVING INSURANCE. (cancer) 14 min

DIABETES AND YOU, TOO. 21 min

INVISIBLE ARMOUR. (diphtheria) 20 min

CIRCULATION OF THE BLOOD. (physiology) 6 min

COMMON HEART DISORDERS AND THEIR CAUSES. (heart disease) 17 min

DOCTOR EXAMINES YOUR HEART. (heart disease) 10 min

HEART DISEASE - ITS MAJOR CAUSES. (heart disease) 11 min

STOP RHEUMATIC FEVER. (rheumatic fever) U. of Minnesota

UNCONDITIONAL SURRENDER. (immunization and polio) U. of Minnesota

EPIDEMIOLOGY OF INFLUENZA. (influenza) 13 min

THE WORLD OF MICROBES. (disease resistance and TB) 30 min

RABIES CONTROL IN THE COMMUNITY. (rabies)

JOURNEY IN HEALTH. (physical examinations) Coronet

READY FOR SCHOOL. (preventive care and school health)

THE ANATOMY OF A DISEASE. (TB)

THE INSIDE STORY. (TB) EBF and U. of Minnesota

RODNEY. (TB)

UNSUSPECTED. (TB)

THE INNOCENT PARTY. (VD)

THE INVADER. (VD)

See films and filmstrips from the American Cancer Society, Minnesota Division; Minnesota Heart Association; and Minnesota Tuberculosis and Health Association.

TAPES

IMMUNIZATION FROM INFANT TO ADULT. Teaching Aids Medically Authenticated

UNIT 6

CONSUMER HEALTH

Suggested Time Allotment
6-8 Periods

Introduction

School age pupils are exposed to considerable pressure through advertising by radio, television, and published material. This advertising may include reliable as well as misleading information about health practices and products. It is necessary for young people to be able to distinguish between them. Students must also be able to know how to seek proper medical and dental care and avoid self-diagnosis and self-medication.

Objectives

1. To learn how to secure competent dental, medical, and other health services
2. To learn to critically evaluate advertising claims of health products, services, and facilities in order to make sound decisions when selecting products, services and facilities
3. To have adequate knowledge of health and accident insurance programs

Content Outline	Suggested Activities	Teaching Aids
1. Review junior high school content		Books
2. Family physician and dentist a. Importance b. How to select	Discuss how to choose a physician or dentist. List the characteristics of a good dentist or physician	Beware of Health Quacks. Donald Cooley, Birk and Company, Inc.,

Content Outline	Suggested Activities	Teaching Aids
3. Role of specialists and general practitioner in medicine, dentistry, and related health services	Discuss medical specialists available in your community, how and when they can be best utilized Have a physician explain the work of different specialists	<u>Pamphlets and Articles</u> A Consumer's Guide to Health Insurance Plans. Sidney Margolius, Public Affairs Pamphlets, No. 325
4. Need for and cost of medical care a. How to secure adequate care b. Health and medical plans c. Accident and hospital insurance	Have an insurance representative from the Minnesota Insurance Information Center discuss different health and accident insurance plans Review statistics on present hospital use compared to 10, 20, and 30 years ago Debate advantages and disadvantages of Federal Medical Care Program	Ergogenic Aids in Sports. State High School League Bulletin, December, 1964 Health Insurance Material. Minnesota Insurance Information Center. Free The Four Horsemen of Quackery. Today's Health. AMA. January, 1965
5. Government and Consumer Health a. Pure Food and Drug Administration b. Laws and regulations relating to foods, drugs, devices, and cosmetics	Study labels found on common foods, drugs, and cosmetic products. Discuss them in terms of the Federal Pure Food Drug and Cosmetic Act	Quackery Pamphlets. National Better Business Bureau Read the Label on Foods, Drugs, Cosmetics and Household Chemicals. No. 6 Minnesota Health Department. Free
6. Quackery, fraud, and self-medication	Discuss dangers of using patent medicines Have a local doctor talk about "over the counter cures"	Six Ways to Spot Quacks. Health Education Service, November, 1963. AMA What Consumers Should Know About Food Additives. No. 7, Minnesota Department of Health Free
		<u>Films</u> Choosing a Doctor. McGraw What's Under the Label. National Film Board of Canada

TEACHING AIDS

BOOKS

BEWARE OF HEALTH QUACKS. Donald Cooley, Birk and Company, Inc.

PAMPHLETS AND ARTICLES

A CONSUMER'S GUIDE TO HEALTH INSURANCE PLANS. Sidney Margolius, Public Affairs Pamphlets, No. 325

ERGOGENIC AIDS IN SPORTS. State High School League Bulletin, December, 1964

HEALTH INSURANCE MATERIAL. Minnesota Insurance Information Center. Free

THE FOUR HORSEMEN OF QUACKERY. Today's Health. AMA. January, 1965

QUACKERY PAMPHLETS. National Better Business Bureau

READ THE LABEL ON FOODS, DRUGS, COSMETICS AND HOUSEHOLD CHEMICALS. No. 6, Minnesota Health Department Free

SIX WAYS TO SPOT QUACKS. Health Education Service, November, 1963. AMA

WHAT CONSUMERS SHOULD KNOW ABOUT FOOD ADDITIVES.. No. 7, Minnesota Health Department. Free

FILMS

CHOOSING A DOCTOR. McGraw

WHAT'S UNDER THE LABEL. National Film Board of Canada

UNIT 7

COMMUNITY HEALTH

Suggested Time Allotment
8 Periods

Introduction

Community health represents an extremely broad health area comprising a large number of specific health problems confronting man and his community. Within this area, instruction should center on man and the problems which have resulted when the human organism has crowded into population centers creating innumerable health problems. These problems require a concerted effort of all for solution. The major purpose here is to provide the student with educational experiences which go beyond self to include the health problems affecting a developing complex society. This broad topic should be divided into many specific teaching units covering a major community health problem.

Objectives

1. To develop an understanding of community health problems and the health needs which arise when people live in groups or communities rather than as isolated individuals or families
2. To become aware of the effect of the mass of society upon the health status of the individual
3. To understand the contributions of health agencies, official and voluntary, at all levels of society, local, state, national, and international for the welfare of all people
4. To know that many health services and the solution of community health problems can be provided only by people working together
5. To understand that public problems today, of either a local or universal character, can be solved or prevented only by a knowledgeable people acting together

Content Outline	Suggested Activities	Teaching Aids
1. Definition of public health	For each unit prepare a pretest to determine areas that need major emphasis	For additional information refer to the attached text-book list, A GUIDE FOR INSTRUCTION IN HEALTH AND SAFETY, Curriculum Bulletin No. 24, Minnesota Department of Education, and the State Department of Health, University of Minnesota Campus
2. The community and its health problems begin with the home and its surroundings	Divide this broad topic into specific teaching units of local concern which might include problems of water pollution, air pollution, safe water supply, fluoridation, pesticides, the impact of an aging population, need for public health services locally, statewide, nationally and internationally, ionizing radiation, safe food, water, and milk supplies, developing sufficient medical care facilities, and others	
3. Total community planning, including that for health services and facilities is shared by all citizens	Use buzz sessions or individual written questions from the students to determine their interests, needs, questions, and problems as they pertain to each unit; use for discussion	
4. A portion of the tax dollar should be spent for health and safety	Have a committee investigate how much of the local taxes are spent on health and safety	
5. Tax supported and voluntary health agencies have specific functions	Discuss the difference between official and voluntary health agencies. How does each serve the public? What are their programs? What services may be obtained? Who are the repre-sentatives of these agencies in your community?	

Content Outline	Suggested Activities	Teaching Aids
6. Effective health services are provided by voluntary and official health organizations; local, state, national, and international	Study local, state, federal, and international public health agencies as to organization, services, and problems. How do they attack health problems? What is the purpose of blood banks, and how do they function?	
7. Community health problems can be solved in a number of ways	Discuss impact of the various community health problems upon the individual family and community. How do these differ? What is their impact on one's life goals, tax dollars, personal expenditures? Why are public health preventive programs a personal and economic investment rather than just an expenditure of funds?	
8. Good local health departments can provide needed health services effectively and efficiently		
9. The World Health Organization is concerned with the health problems of the world which affect all nations and the citizens of those nations	When teaching about world health problems, see the resource unit on the World Health Organization from the Minnesota Department of Health	
10. With increased urbanization, industrial expansion and population growth, it has become necessary to guard ground and surface waters against human and industrial pollution		

Content Outline	Suggested Activities	Teaching Aids
11. Man must be able to provide a safe water supply as well as arrange for effective disposal of wastes		
12. Air pollution can create health problems as well as cause serious economic complications and interfere with the enjoyment of life		
13. Problems from ionizing radiation can result from testing nuclear weapons and peacetime use of radioactive materials		
14. As the aged population increases, more personal problems for this age group arise and there is greater need for social service aid		
15. Medical facilities, care, personnel, and services must be examined by each community and developed by each according to its studied needs and health problems		
16. A community should be responsible for providing a safe food supply to its citizens, free from food poisoning and toxic materials		

Content Outline	Suggested Activities	Teaching Aids
17. Fluoridation of the water supply can reduce substantially a major health problem - tooth decay - as well as dental care costs		
18. Poor housing causes health problems	Town, city, county officials, county nurse, local physicians, and other health personnel can be used as sources of information relating to local community health problems. These people may be asked to speak to the class or members of the class may be assigned to interview selected officials and report their findings to the class	

PAMPHLETS AND ARTICLES

THE MODERN MIASMAS. Health Bulletin for Teachers. Metropolitan Life Insurance Co., Vol. XXIX, No. 2 (see also the issues of this publication for a series on "Man and His Changing Environment" and others dealing with community health problems).

ORGANIZATION AND FUNCTIONS. Minnesota Department of Health (G-1) Free

MINNESOTA'S HEALTH. Minnesota Department of Health. A monthly newsletter containing useful content materials on current public health programs and problems. Free

WORLD HEALTH ORGANIZATION, A RESOURCE UNIT FOR SENIOR HIGH TEACHERS. (W-3), Minnesota Department of Health Free

FACT SHEET: WORLD HEALTH ORGANIZATION. (W-2), Minnesota Department of Health. Free

THE STRUGGLE FOR CLEAN WATER. (S-1), Minnesota Department of Health. Free

EFFECTS OF RADIATION AND FALLOUT. James F. Cros. Public Affairs Pamphlet No. 256. 25¢

PRIVATE NURSING HOMES - THEIR ROLE IN THE CARE OF THE AGED. Ogden Greeley. Public Affairs Pamphlet No. 298. 25¢

QUIET GUARDIANS OF THE PEOPLE'S HEALTH. Nettie Kline. Public Affairs Pamphlet No. 322. 25¢

YOUR NURSING SERVICES TODAY AND TOMORROW. Elizabeth Oge. Public Affairs Pamphlet No. 307. 25¢

MAKING MEDICAL CARE BETTER . . . AND EASIER TO PAY FOR, TOO. Herbert Yahraes. Public Affairs Pamphlet No. 283. 25¢

WHAT'S IN THE AIR? Hazel Holly. Public Affairs Pamphlet No. 275. 25¢

HOW TO OBTAIN FLUORIDATION FOR YOUR COMMUNITY. (D-27). Minnesota Department of Health. Free

ORGANIZING A FLUORIDATION PROGRAM. (D-2). Minnesota Department of Health. Free

WHAT IS THE REAL STORY ABOUT FLUORIDATION? (D-47). Minnesota Department of Health. Free

FLUORIDATION FACTS, ANSWERS TO CRITICISM OF FLUORIDATION. (D-26). Minnesota Department of Health. Free

WATER FLUORIDATION FACTS: NOT MYTHS. (D-38). Minnesota Department of Health (for other materials on water pollution, write the Section of Water Pollution Control, Minnesota Department of Health). Free

W.H.O. ITS GLOBAL BATTLE AGAINST DISEASE. Albert Deutsh. Public Affairs Pamphlet No. 265 25¢

OUR UNCLEAN AIR. Minnesota TB and Health Ass'n. Free

AIR POLLUTION, THE FACTS. Minnesota TB and Health Ass'n. Free

For information on all voluntary and professional health agencies address the NATIONAL HEALTH COUNCIL.

FILMS

Minnesota Department of Health:

BEST FOOD IN TOWN. (food sanitation) 15 min

CLEAN WATERS. (water pollution) 21 min

DROP IN THE BUCKET. (fluoridation) 13 min

ENGINEERING YOUR HEALTH. (environmental health) 13½ min

HOW OUR TOWN SAVED A RIVER. (water pollution) 30 min

LAKES AND STREAMS OF MINNESOTA. (water pollution) 20 min

PICTURE OF HEALTH. (community health) 13 min

SCIENCE FIGHTS TOOTH DECAY. (fluoridation) 13½ min

SEWERS - GUARDIANS OF COMMUNITY HEALTH. (water pollution) 22 min

SO MUCH FOR SO LITTLE. (health department activities) 10 min

WATER. (water conservation) 27½ min

TAPES

COMMUNITY HEALTH. Teaching Aids Medically Authenticated

UNIT 8

ALCOHOL AND TOBACCO

Suggested Time Allotment
6-8 Periods

Introduction

Stress should be placed on objective and scientific approaches in presenting the undisputed facts at our disposal. Each pupil should be helped to become the kind of person who is able to express intelligent and safe behavior in relation to these products.

Although two topics are included in one unit area, each should be treated separately. However, there are many common concerns which can be highlighted in the summary of this unit. Some of these concerns are the dangers in use -- risks of experimentation, habit forming, effects on one's health, changes in behavior, accidental use and addiction and illegal use.

Objectives

1. To gain sufficient understanding about alcohol and tobacco and to make intelligent decisions about their use
2. To become aware of laws and regulations regarding alcohol and tobacco
3. To support school and community wide programs for education and control of sale and use of alcohol and tobacco
4. To appreciate and become aware of problems -- health, social, safety, economic -- associated with use of alcohol and tobacco
5. To realize that only the person himself can make the decision to use or not to use alcohol and tobacco
6. To realize the importance of leading a wholesome, healthful, active life

Content Outline	Suggested Activities	Teaching Aids
<u>Alcohol</u> Review emphasis at junior high level 1. History of use of alcohol a. In our culture b. Efforts to control use c. Role of alcoholic beverages in society		Note: Refer to the attached textbook list for additional information <u>Pamphlets and Articles</u> Alcohol Education for Classroom and Community. A Source Book for Education. Raymond McCarthy, Editor. McGraw, 1964
2. Effects of alcohol on individual a. Depressant of nervous system b. Changes in behavior c. Psychological d. Physiological e. Motor performance and conduct f. Operator of mechanical equipment	Plan a panel on topic: "Why young people should avoid alcohol and tobacco" Have students listen to a taped recording by a medical authority on alcohol and tobacco Discuss risks a person takes who is considering use of alcohol, tobacco, or narcotics	Alcoholism. U. S. Department of Health, Education, and Welfare Discussion Guide for Questions About Alcohol. Raymond McCarthy, Rutgers Center of Alcohol Studies, Rutgers - The State University. 50¢ for set of three #1 - The Physiological Effects of Alcohol #2 - Community Opinions on Alcohol Problems #3 - Individual Attitudes Toward Alcohol
3. Use of alcohol from social, health, economic, ethical, and safety standpoints	Discuss reasons why young people should not "test out" or accept a dare in use of alcohol Examine reasons people give for use of alcohol or tobacco. Show by application of known facts, examples of faulty reasoning	Exploring Alcohol Questions. Raymond McCarthy, Rutgers Center of Alcohol Studies, Rutgers - The State University Facts About Alcohol. Raymond McCarthy, Science Research Associates, Inc., 50¢

Content Outline	Suggested Activities	Teaching Aids
4. Alcoholism a. Means of prevention b. As an illness c. Treatment d. Alcoholics Anonymous		Today's Health. (magazine) American Medical Ass'n. $4 per year Films
5. Importance of law enforcement a. Reasons for laws b. Methods of enforcing c. Role of individual in law enforcement	Investigate laws regarding alcohol and tobacco. Discuss ways young people can help enforce laws Collect automobile accident reports and determine how many individuals involved had been drinking	Alcohol and the Human Body. EBF, U. of Minnesota 15 min Alcohol is Dynamite. Sid Davis
6. Driving and alcohol	Invite a speaker from the Minnesota Insurance Information Center to discuss accident rates and drinking	Bottle and the Throttle. Sid Davis, 1961 10 min sd b & w and color Brain and Behavior. McGraw, 1957 22 min sd b & w
7. Prevention of problems related to the use of alcohol a. Examination of problem b. Need for constructive community attitudes toward alcohol and related problems c. Role of individual in preventing problems and correcting situation	Discuss importance of wise choice of friends and those responsible for activities in group situations Find out the program of various official and non-official agencies concerned with education and control of use of alcohol and tobacco by youngsters and adults, such as Cancer Society, police, Health Department, Tuberculosis Ass'n., for example Review national and local research and health reports on these topics Plan a panel on ways in which a community group can attack the alcohol problem	Measure of a Man. Assn Films 1957 27½ min sd b & w free loan To Your Health. Columbia U. Press, 1956 10 min sd color For additional film references contact the State Department of Education or the Minnesota State Department of Health Tapes Drinking, Must We? Teaching Aids Medically Authenticated How Safe Am I? (Why people drink, dangers of excessive drinking, student questions) L. L. Crosmen and Co.

Content Outline	Suggested Activities	Teaching Aids
Tobacco		
1. Effect of smoking on health a. May shorten life expectancy by causing lung cancer, circulatory disease, and lung diseases	Review emphasis at junior high level Discuss risks of following example of a gang without thought of consequences in activities which are potentially questionable or dangerous	Note: Refer to the attached textbook list for additional information **Books** Consumer's Union Report on Smoking and the Public Interest. Consumer's Union. $1.50
2. Effect of smoking on exercise and physical fitness		**Pamphlets and Articles** Cigarettes and Health. Pat McGrady, Public Affairs Pamphlets
3. Laws and regulations a. State law b. School regulations c. Sale of tobacco to minors		Cigarettes and the Schools. Publications-Sales, NEA
4. Costs of smoking a. Cost of cigarettes b. Burns and suffocation caused by smoking c. Damage to clothing and furniture d. Automobile accidents e. Personal appearance		Cigarette Smoking and Cancer. American Cancer Society Cigarette Smoking and Lung Cancer. American Cancer Society Emphysema, When the Breath of Life Falters. Public Affairs Pamphlet No. 326. 25¢
5. Extent of smoking by teen-agers a. Increase in number b. Example of adults c. Problems in stopping smoking d. Scholarship and smoking e. Teen-agers who smoke are from families where one or both parents smoke		Habits, Habits, Habits. Equitable Life Assurance Society Mind If I Smoke? Pacific Press Publishing Association. 75¢ Problems on the Path to Manhood. Today's Health Magazine. October, 1963. AMA

Content Outline	Suggested Activities	Teaching Aids
6. Why people smoke	List several reasons people have given for smoking, and statements by advertisers supporting smoking. Evaluate the validity of each statement Plan a panel on the question: "Do your associates influence your behavior?" Ask students to write a paper explaining why a young friend of his should avoid smoking Have students prepare a report on how to break an undesirable habit Keep a record of the number of pupils who break the habit of smoking or who do not smoke	Problems of Changing Attitudes, and Actions of Smokers. Minnesota TB and Health Ass'n. Free Smoking and Health. James Rogers Fox, M. D. Professional Productions, Inc. Smoking: Facts You Should Know. American Medical Ass'n 5¢ Smoking and Lung Cancer. American Cancer Society Summaries and Conclusions, Smoking and Health. Surgeon General's Report, American Cancer Society. Free <u>Films and Filmstrips</u> Is Smoking Worth It? No Smoking. Sid Davis Tobacco and the Human Body. EBF, 1954 15 min sd b & w Filmstrip Kit: To Smoke or Not to Smoke. American Cancer Society, Minnesota Division For additional film references contact the State Department of Education or the State Department of Health
7. Summary a. Decision making -- each one must make his own decision about the use of alcohol and tobacco by weighing the facts and making up his own mind. The decision is personal - no one else can make it		

Content Outline	Suggested Activities	Teaching Aids
b. Problem solving 1) Importance of facing individual problems and accepting best solution 2) How and from whom to secure help with personal problems 3) Realization that everyone has problems	Discuss steps in problem solving Have students write a paper on doing something about problems rather than running away from or avoiding them Ask students to prepare a paper on the importance of participating in various wholesome activities in leisure time Discuss the question of the importance of how to say "no" or refuse to participate in questionable and dangerous activities Ask students to prepare a checklist on Signs of Maturity in a Teen-ager	<u>Tapes</u> Smoking, Good or Bad. Teaching Aids Medically Authenticated

TEACHING AIDS

PAMPHLETS AND ARTICLES

Alcohol

ALCOHOL EDUCATION FOR CLASSROOM AND COMMUNITY. A Source Book for Education. Raymond McCarthy, Editor. McGraw, 1964

ALCOHOLISM. U. S. Department of Health, Education, and Welfare

DISCUSSION GUIDE FOR QUESTIONS ABOUT ALCOHOL. Raymond McCarthy, Rutgers Center of Alcohol Studies, Rutgers - The State University. 50¢ for set of three. No. 1 - THE PHYSIOLOGICAL EFFECTS OF ALCOHOL No. 2 - COMMUNITY OPINIONS ON ALCOHOLIC PROBLEMS No. 3 - INDIVIDUAL ATTITUDES TOWARD ALCOHOL

EXPLORING ALCOHOL QUESTIONS. Raymond McCarthy. Rutgers Center of Alcohol Studies, Rutgers - The State University

FACTS ABOUT ALCOHOL. Raymond McCarthy, Science Research Associates, Inc. 50¢

TODAY'S HEALTH. (magazine) American Medical Ass'n. $4 per year

FILMS

ALCOHOL AND THE HUMAN BODY. EBF U. of Minnesota. 15 min

ALCOHOL IS DYNAMITE. Sid Davis

BOTTLE AND THE THROTTLE. Sid Davis, 1961. 10 min sd b & w and color

BRAIN AND BEHAVIOR. McGraw, 1957 22 min sd b & w

MEASURE OF A MAN. Ass'n. Films, 1957 27½ min sd b & w free-loan

TO YOUR HEALTH. Columbia U. Press, 1956 10 min sd color

For additional film references contact the State Department of Education or the State Department of Health

TAPES

DRINKING, MUST WE? Teaching Aids Medically Authenticated

HOW SAFE AM I? (Why people drink, dangers of excessive drinking, student questions). L. L. Crosman and Co.

TEACHING AIDS

BOOKS

Tobacco

CONSUMER'S UNION REPORT ON SMOKING AND THE PUBLIC INTEREST. CONSUMER'S UNION. $1.50

PAMPHLETS AND ARTICLES

CIGARETTES AND HEALTH. Pat McGrady, Public Affairs Pamphlets

CIGARETTES AND THE SCHOOLS. Publications-Sales, NEA

CIGARETTE SMOKING AND CANCER. American Cancer Society

CIGARETTE SMOKING AND LUNG CANCER. American Cancer Society

EMPHYSEMA, WHEN THE BREATH OF LIFE FALTERS. Public Affairs Pamphlet No. 326. 25¢

HABITS, HABITS, HABITS. Equitable Life Assurance Society

MIND IF I SMOKE? Pacific Press Publishing Association 75¢

PROBLEMS ON THE PATH TO MANHOOD. Today's Health Magazine. October, 1963. AMA

PROBLEMS OF CHANGING ATTITUDES AND ACTIONS OF SMOKERS. Minnesota TB and Health Ass'n. Free

SMOKING AND HEALTH. James Rogers Fox, M. D. Professional Productions, Inc.

SMOKING: FACTS YOU SHOULD KNOW. American Medical Ass'n. 5¢

SMOKING AND LUNG CANCER. American Cancer Society

SUMMARIES AND CONCLUSIONS, SMOKING AND HEALTH. Surgeon General's Report, American Cancer Society. Free

FILMS AND FILMSTRIPS

IS SMOKING WORTH IT?

NO SMOKING. Sid Davis

TOBACCO AND THE HUMAN BODY. EBF 1954. 15 min sd b & w

FILMSTRIP KIT: TO SMOKE OR NOT TO SMOKE. American Cancer Society, Minnesota Division

For additional film references contact the State Department of Education or the State Department of Health

TAPES

SMOKING, GOOD OR BAD. Teaching Aids Medically Authenticated

UNIT 9

NARCOTICS AND OTHER DANGEROUS DRUGS

Suggested Time Allotment
4-6 Periods

Introduction

Increased emphasis should be given to instruction about narcotics and prescription drugs for all boys and girls. There are many factors which can be highlighted in the summary and evaluation of the unit. Some of these are: (1) dangers in use (2) risks of experimentation (3) habit forming (4) effects on one's health (5) changes in behavior (6) accidental use which might lead to drug addiction (7) illegal use (8) self-medication.

Stress in the unit is placed first and foremost upon instruction to prevent the use of dangerous drugs and materials except as prescribed by physicians, and sedondly, of course, on helping individuals change and break away from undesirable patterns of behavior. Use of dangerous drugs and materials by young people is on the increase, and young people need to acquire correct facts about the dangers involved. Care should be taken by teachers during instruction in narcotics and dangerous drugs so as not to arouse undue curiosity of youngsters to want to try drugs or to experiment with their use.

Objectives

1. To gain sufficient understanding about narcotics and other dangerous and/or habit forming drugs

2. To become aware of laws and regulations regarding narcotics and habit forming drugs and to obey such laws

3. To realize and appreciate the fact that narcotics and habit forming drugs can only be obtained legally on a physician's recommendation and prescription

4. To support school and community-wide programs for education and control of narcotics and dangerous drugs

5. To appreciate and become aware of problems -- health, social, safety, economic -- associated with the use of narcotics and possible prevention of drug addiction

6. To realize that one cannot afford to try out the use of narcotics or drugs as drug addiction is rarely cured

7. To realize the importance of leading a wholesome, healthful, active life

8. To understand some causes of drug addiction and the importance of avoiding them

Content Outline	Suggested Activities	Teaching Aids
Nature and Content		
1. Narcotics are habit forming drugs and thereby dangerous to use	Prepare and use the proper vocabulary when referring to items in this unit, such as stimulants, depressants, addict, narcotics, prescription, injections, drugs	Note: Refer to attached textbook list for additional information
2. Opium, morphine, and heroin are examples of narcotics	Examine facts about narcotics and state reasons for avoiding use of them	<u>Pamphlets and Articles</u>
3. Narcotics are used medically to relieve pain		Could Your Child Become a Dope Addict? Edward R. Bloomquist, M. D. Treasury Department, Bureau of Narcotics
4. Only legal source of narcotics is from a physician		Drugs and Driving. Superintendent of Documents, U. S. Government Printing Office. Free
5. Narcotics affect the nervous system		Prevention and Control of Narcotic Addiction. Treasury Department, Bureau of Narcotics
6. A drug addict is a person who is physically and psychologically dependent on drugs		Facts About Narcotics. Vogel and Vogel, Science Research Associates, Inc.

Content Outline	Suggested Activities	Teaching Aids
7. Drug addiction is rarely cured; recovery chance is very slight		First Facts About Drugs. FDA Publication No. 21, Superintendent of Documents, U. S. Government Printing Office
Restricted Drugs		The Narcotic Addiction Problem. Charles Winick, Ph. D., American Social Health Ass'n. 15¢
1. Amphetamines and barbituates are restricted; that is prescription and/or dangerous drugs and cannot be legally obtained without a physician's prescription		Narcotic Drug Addiction. Mental Health Monograph 2, Superintendent of Documents, U. S. Government Printing Office
2. Restricted or prescription drugs have legitimate medical uses and should be taken only on order of physician		Sleep for Sale, Today's Health Magazine. AMA Sept. 1964
3. Most tranquilizers are obtained only by prescription		Living Death and the Truth About Drug Addiction. U. S. Treasury Department, Bureau of Narcotics
4. Most antibiotics, e.g., penicillin, are prescription drugs		Tapes
		Narcotics and Drug Addiction. Teaching Aids Medically Authenticated
		Resource Help
Federal Laws Relating to Narcotics and Dangerous Drugs	Investigate laws regarding narcotics and dangerous drugs	Contact local and federal Food and Drug Administration for speakers and additional material. The Minneapolis office is located at 240 Hennepin Avenue
1. Relating to possession of		
2. Relating to sale of		

Content Outline	Suggested Activities	Teaching Aids
Causes of Drug Addiction		
1. Personality problem -- people who cannot face problems, turn to drugs, insist on having prescriptions filled; also fail to follow proper dosage and physician's advice	Select activities which allow each one to be comfortable with the group and give a sense of belonging without taking up "risk" activities Ask students to discuss: "Is it necessary to conform to group behavior?"	
2. Experimental -- taking a dare -- trying something new		
3. Self-medication		
4. Accidental -- avoid taking food, drinks, pills, drugs from anyone except parents, and medical personnel		
Meaning of Drug Addiction		
1. Physical dependence and psychological dependence	Listen to a tape recording on narcotics made by a medical authority	
Prevention of Drug Addiction		
1. Reduce number of susceptible people	Propose a sound community program of intelligent prevention of use of narcotics	
2. Limit availability of drugs		

Content Outline	Suggested Activities	Teaching Aids
3. Treatment of addicts	Discuss steps to take to observe and to report any suspicious characters or activities of peddling or use of drugs in your community	
4. Avoid susceptible persons or places		
5. Improve environment		
6. Avoid self-medication, accepting pills or drugs of unknown content from friends or strangers; avoid exchanging prescriptions		
7. Importance of participation in wholesome, vigorous activities such as sports		
8. Importance of seeking reliable professional advice for problems instead of seeking "crutches" such as pills, from unreliable sources or persons	Discuss meaning of mature behavior for young people Plan a panel on the "why" and importance of holding to high personal and group standards	
Treatment of Addicts		
1. Hospitalization		
2. There is no known cure for drug addiction and often the addict has no incentive to quit		
3. Drug addiction is like a contagious disease -- it can be spread from one person to another		

Content Outline	Suggested Activities	Teaching Aids
when proper controls and a program of intelligent prevention have not been set up		
Repeat content on self-medication from junior high school. Stress again the fact that the physician is the only legal source of prescription drugs and drug addiction is rarely cured		
Cost of Drugs		
1. Accidents, crime, and personal and family problems relating to use of drugs		
2. Economic and personal		
Summary		
1. Problem solving	Check on type of reading and plays pupils view. Work with them to select characters who have high standards of behavior	
a. Importance of facing individual problems and working on best solution		
b. How and from whom to	Discuss steps in problem solving	
b. secure help with personal problems	Write a paper on doing something about problems rather than running away from or avoiding them	
c. Realization that everyone has problems		
	Prepare a paper on the importance of participation in various wholesome activities in leisure time	

TEACHING AIDS

PAMPHLETS AND ARTICLES

COULD YOUR CHILD BECOME A DOPE ADDICT? Edward R. Bloomquist, M. D. Treasury Department, Bureau of Narcotics

DRUGS AND DRIVING. Superintendent of Documents, U. S. Government Printing Office. Free

PREVENTION AND CONTROL OF NARCOTIC ADDICTION. Treasury Department, Bureau of Narcotics

FACTS ABOUT NARCOTICS. Vogel and Vogel, Science Research Associates, Inc.

FIRST FACTS ABOUT DRUGS. FDA Publication No. 21, Superintendent of Documents, U. S. Government Printing Office

THE NARCOTIC ADDICTION PROBLEM. Charles Winick, Ph. D., American Social Health Ass'n. 15¢

NARCOTIC DRUG ADDICTION. Mental Health Monograph 2, Superintendent of Documents, U. S. Government Printing Office 25¢

SLEEP FOR SALE. Today's Health Magazine. AMA. September, 1964

LIVING DEATH AND THE TRUTH ABOUT DRUG ADDICTION. U. S. Treasury Department, Bureau of Narcotics

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NARCOTICS AND DRUG ADDICTION. Teaching Aids Medically Authenticated

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3. Health Education. Joint Committee on the NEA and AMA, National Education Association, 1201 - 16th Street NW, Washington 6, D. C., 1961

4. Health Education Service for Schools and Colleges, Department of Health Education, AMA. (monthly publication)

5. Health Teaching in Schools. Ruth E. Grout. Saunders, 1963

6. School Health Education. 3rd ed. Delbert Oberteuffer and Celeste Ulrich. Harper, 1962

7. School Health Education. H. Frederick Kilander. Macmillan, 1962

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9. Today's Health. (magazine). American Medical Association

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11. The Wonderful Human Machine. AMA, 1961

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1. Advancing in Health. (Basic health and safety program, grade 8). William W. Bauer and others. Scott, 1962
2. Building Health. Dorothea Williams. 3rd ed. Lippincott, 1959
3. Exploring the Ways of Health. Grace Hallock and Ross Allen. Ginn, 1958. o.p.
4. For Healthful Living. Edwina Jones and others. (Grade 7). 1957. o.p.
5. Good Health for Better Living. Edwina Jones, Edna Morgan & Paul Landes. Laidlaw, 1957. o.p.
6. Growing and Changing. (Basic health and safety program, grade 7). William W. Bauer and others. Scott, 1962
7. Health, Fitness and Safety. Charles C. Wilson and Elizabeth A. Wilson. (Grade 8). Bobbs, 1961
8. Men, Science and Health. Charles C. Wilson and Elizabeth A. Wilson. (Grade 7). Bobbs, 1961
9. On Your Own. Grace Hallock and Ross Allen. Ginn, 1959. o.p.
10. The Wonderful Human Machine. AMA, 1961
11. Foundations for Fitness. Leslie Irwin and others. Lyons and Carnahan, 1964. (Grade 7)
12. Patterns for Living. Leslie Irwin and others. Lyons and Carnahan, 1964. (Grade 8)

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1. Enjoying Health. Evelyn Jones. 3rd ed. il. Lippincott, 1959
2. Health and Fitness for Modern Living. Hollis Fait. Allyn and Bacon, 1961. o.p.
3. Health and Safety for High School Students. Barbara Leader and others. Winston, 1959. o.p.
4. Health and Safety for You. Harold S. Diehl and others. McGraw, 1957
5. Modern Health. James Otto and others. Holt, 1963
6. Your Health and Safety. Jessie W. Clemenson and others. 5th ed. Harcourt, 1963
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American Cancer Society. 219 East 42 Street, New York
Minnesota Division, 3702 East Lake Street, Minneapolis, Minnesota

American Dental Association. 222 East Superior Street, Chicago 11, Ill.

American Dietetic Association. 620 No. Michigan Ave., Chicago, Ill.

American Institute of Baking. 400 E. Ontario St., Chicago 11, Ill.

American Medical Association. 535 No. Dearborn St., Chicago, Ill.

American School Food Service Association. Box 8811, Denver, Colorado

American Social Health Association. 1790 Broadway, New York

Birk and Company Inc., 3 West 57th St., New York

Bobbs-Merrill Co., Inc. P. O. Box 558, Indianapolis, Indiana

Bureau of Narcotics. Treasury Department, Washington, D. C.

Campbell Soup Co. Club "15" Box 1665, New York

Cereal Institute. 135 South LaSalle St., Chicago, Ill.

Child Study Association of America. 9-East 89th St. New York

Consumer's Union of United States, Inc. 256 Washington, Mount Vernon, New York

Coronet Films. 65 East Water Street, Chicago, Ill.

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Davis Publishing Company. 250 Potrero St., San Cruz, California

Donald Cooley, Birk and Co., Inc. 3 West 57th Street, New York

Doubleday and Company, Inc., Institutional Department, 503 Franklin Avenue, Garden City, Long Island, N. Y.

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Encyclopaedia Britannica Films. 425 North Michigan Avenue, Chicago, Ill.

Equitable Life Assurance Society. 393-7th Avenue, New York

Equitable Life Insurance Company. Box 572, New York

Food and Drug Administration. Minneapolis Division, 240 Hennepin Avenue, Minneapolis, Minnesota

Ginn and Company. 205 West Wacker Drive, Chicago, Ill.

Harcourt, Brace and World, Inc., 7555 Caldwell Avenue, Chicago, Ill.

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Holt, Rinehart and Winston, Inc., 645 North Michigan Avenue, Chicago, Ill.

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L. L. Cromien and Company. 284 Delaware Avenue, Buffalo, N. Y.

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Little, Brown and Company. 34 Beacon Street, Boston 6, Mass.

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McGraw-Hill Book Company Inc., Webster Publishing Division, 1154 Reco Avenue, St. Louis

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Minnesota Department of Education, 400 Centennial Building, St. Paul, Minnesota

Minnesota Department of Health. University of Minnesota Campus, Minneapolis, Minnesota

Minnesota Department of Highways, Safety Promotion Section. State Highway Building, St. Paul, Minnesota

Minnesota Department of Public Welfare. 500 Centennial Building, St. Paul, Minnesota

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Minnesota Tuberculosis and Health Association. 614 Portland Avenue, St. Paul, Minnesota

Modern Talking Picture Service. 1114 Nicollet Avenue, Minneapolis, Minnesota

National Association for Mental Health. 10 College Circle, New York. 807 - 13th Avenue South, Minneapolis

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National Dairy Council. 20 Wacker Drive, Chicago, Ill.

National Film Board of Canada. 1270 Avenue of the Americas', New York

National Health Council. 1790 Broadway, New York

National Heart Institute. Bethesda, Maryland

National Research Bureau. 221 North LaSalle, Chicago, Ill.

National Safety Council. 425 North Michigan Avenue, Chicago, Ill.

Nutrition Foundation, Inc., Harvard School of Public Health. 99 Park Avenue, New York

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